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ABSTRACT

This guide describes what constitutes a quality school guidance program, which provides equal opportunities for all students to receive guidance and counseling. It states that this developmental guidance and counseling program can play a vital role in assisting teachers and other staff in the integration of guidance objectives with their other instructional goals. The guide was developed to provide all Texas students with equal access to developmental guidance and counseling programs. Thus, this guide can serve as a model and an impetus to help implement guidance programs around the state of Texas and elsewhere. It outlines a program development/improvement process that has been successfully implemented in school districts and describes how to tailor the program model to meet needs of a vast array of public schools. Section I includes background and contextual information about guidance programs and describes the philosophical foundation for guidance programs in Texas. Section II defines the structure of the model and presents recommendations for designing appropriately balanced programs. Section III defines the roles and responsibilities of counselors, including statements about their training, specialized competencies, and appropriate assignments. It also suggests considerations regarding counselor-to-student ratios. Section IV further details scope of the guidance curriculum. Section V outlines a process for implementing the Texas Developmental Guidance and Counseling Program at both district and campus levels. It includes steps to take in planning, designing, implementing, and evaluating the program. In conclusion, Section VI provides guidelines for evaluating the Texas Developmental Guidance and Counseling Program, including the program as a whole, program improvement, and student growth due to program participation. (Contains 20 references.) (JDM)

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A Model Developmental Guidance and Counseling Program for Texas Public Schools

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A Guide for Program Development Pre-K – 12th Grade

Third Edition

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A Model Developmental Guidance and Counseling Program for Texas Public Schools

A Guide for Program Development Pre-K—12th Grade

Revised 1998

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Foreword

A Model Developmental Guidance and Counseling Program for Texas Public Schools, A Guide for Program Development Pre-K — 12th Grade has been developed to help ensure that students in Texas might benefit from high quality developmental school guidance and counseling programs. The guide provides a model for such programs and a process for tailoring the model to meet the varying needs of students in a wide array of school districts.

The Guide has been written and is a model for educators to develop, validate, or improve their school districts' guidance program. Counselors, principals, other district administrators, board of education members, teachers and parents are all recognized as active participants in this broad-based process for determining the guidance and counseling needs of all students and for planning how best to meet those needs.

School counselors have long been recognized and appreciated for their efforts in facilitating student learning. The guide provides needed flexibility in program implementation and enhances their efforts in contributing to increased student achievement and success.

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A Student's Story. . .

I'm in seventh grade now, but I was once a boy who always made bad choices and always bullied kids around. My teachers would send me to the office to see the principal. While I was in first grade, I played soccer for our school. I was chosen by the counselor to be on this team. The reason she picked me was because she saw potential in me. I stayed on this team for four years until my 4th grade year. I became involved in other opportunities that my counselor thought would help me feel like I belonged.

In fifth grade, I went to Middle School. I met my former counselor. When I found out she was at my school, I was very happy because she was my favorite counselor. She always helped me through problems and tough times. She introduced me to the new counselor. She also signed me up for the mentor program. My mentor visited every Wednesday. We worked on homework, projects, worked on computers or just talked. Since my mentor was the Chief of Police, he would always tell me that if I continued behaving like I was, I would end up in jail. He also told me that if I carried weapons, I would get in trouble, have a police record and not be able to play sports. He would always ask me what it was that I wanted to do. I told him I was interested in sports. He helped me realize that I couldn't play sports if I kept acting up and didn't work on my grades. Having a mentor helped me realize that sometimes you can get good things out of life if you make the right decisions not the wrong ones like I had been doing. Right before the year was over, we met for the last time. He told me that we were going to go over my behavior records and try to see if I could do better next year in sixth grade. He also told me that he and his son were going to be in a contest. They had to canoe to the Gulf in the Texas Water Safari. About one week later, my counselor visited me at home and notified me that his canoe flipped in the rapids and he went under. His son made it to shore but he could not find his dad. They searched for him for 3 or 4 days. They finally found him tangled up in a bunch of seaweed. I could not believe this. I really did not want to believe this. I did not want to go back to school.

The next year, I tried my hardest not to get suspended or in as much trouble. I knew that my mentor would like for me to stay out of trouble. He would also want me to do better.

During sixth grade, my counselor worked with me on a behavior contract. This helped me stay out of trouble. My counselor would always check up on me. I liked knowing that she cared about me. My counselor would always help me with my problems. She was not only a counselor to me, she was a best friend. Someone I could sit down and talk to about things, laugh, and have fun with. It meant a lot to have someone outside my family who cared about me and who I could talk to about anything.

My Assistant Principal was sort of like a mentor during my sixth grade year. He kept me out of trouble by talking to me, expecting me to do better, and helping me to be a leader among my classmates.

I would like to be a mentor to someone someday and help them turn their lives around like the mentors and counselors have helped me. When I become a mentor, I will be able to repay what they did for me.

Having counselors and a mentor is the best thing that has ever happened to me.

A Parent's Story. . .

My children are eighteen and twenty-one now and are in college. They are responsible and self-motivated people now, too. But there was a day that they were struggling along just to get out of bed and go to school everyday. However, all along this journey, they were privileged to have outstanding counselors. For you see, as a parent and former school teacher myself, I worked closely with them as my children grew up in the early years of the resource program and were diagnosed with attention deficit disorder in kindergarten.

I always loved to go into the children's elementary counselor's office. I so appreciated the space; it was filled with stuffed animals, bean bag chairs, jars filled with treats, artwork done by the students. One immediately had the feelings of warmth and trust.

Because of their needs, there was extensive record keeping and paperwork which may have at the time seemed cumbersome and redundant but later served to pave the way to access needed resources.

As they progressed through school and began high school, the counselor became the liaison for my child between me and the teacher.

My son's high school counselor was one of those very special people. He felt so close to her. She informed and assisted me in helping him in a way which probably would have never been possible had she not cared enough and been trained well enough to handle a situation in a very professional way. She was able to keep his trust while working with me. I will be forever grateful.

I have personally learned so much from my children's counselors. Because of their care and commitment, I feel like I made a difference in my children's educational lives. And, after all, isn't that the biggest purpose of education: to make a difference in a child's life? I know the premise for the needs counselors address nowadays is largely due to the breakup of the family and parents expect counselors and teachers to fill that void. Although one cannot take the place of the other, I do believe schools have a place of opportunity and are accountable in some respect to put the "heartbeat" of the family back into education through the counseling and guidance departments. This is more than a duty; it is a privilege requiring the gifts counselors hold to make a difference in a child's or family's life. As time goes by, I have even more respect and gratitude for the loving touch they placed on each of us in this family.

A Counselor's Story. . .

She was 8 years old and in the 3rd grade when I met her. Rosie was transferring from another school where she had been seeing the counselor due to the fact that she was hearing impaired and didn't want to wear her hearing aids because she was afraid students would make fun of her. What I remember most about her was the way her eyes crinkled up when she smiled and the dimples on either side of her mouth.

When she was in the 4th grade her infant brother only days old died of a heart defect. When she was in the 5th her mother decided to move with her 3 daughters to Michigan so they could all work as migrant laborers as she had done when she was young. The move proved to be very traumatic for Rosie and she would write letters and call in tears telling me how she wanted to move back to Texas and how badly she missed her friends.

When she was thirteen I received a call from her mother telling me that Rosie was in the hospital and that she would speak to no one. She said that she would only speak to me. It was at that time that we discussed her future, goals, and dreams. She wanted to graduate from high school and become a writer. I told her to hang in there and that I would be at her high school graduation when the day came.

This summer my husband and I traveled to Michigan to see Rosie graduate. When we saw each other her eyes crinkled as we both laughed and cried at the same time. Her mother, sisters, and grandmother were all beaming. After the ceremony we went to her home and she showed me albums full of school pictures, certificates, awards and ribbons given to her in elementary school. I was struck by how very important these positive notes were and how they motivated her to strive on. Rosie said she's going to college and I believe her. She said she's going to write and I believe that also.

Rosie and her family thanked me for all I'd done for Rosie. Yet it was I who needed to thank Rosie for showing me that with love, support and determination a child can defy the odds and make their dreams become reality.

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SECTION I

The Basis for the Texas Developmental Guidance and Counseling Program

Introduction

The ever increasing needs of children and the expectations of today's society are on a collision course with the growing demands on our educational system. Educators and parents are challenged to educate all students at an ever-higher level of literacy to meet the demands of an internationally competitive, technological marketplace, even though societal and other factors cause some of our children to attend school ill-equipped emotionally, physically, and/or socially to learn. Schools must respond by providing support for all students to learn effectively.

As educators continue to seek equity for students through quality programming in all facets of the educational program, this guide describes what constitutes a quality school guidance program--a "developmental guidance program" which provides equal opportunities for all students to receive guidance and counseling. This developmental guidance and counseling program plays a vital role in assisting teachers and other staff in the integration of guidance objectives with other instructional goals.

The implementation of a high quality developmental guidance and counseling program benefits the various populations involved in the program.

- Parents have a fuller understanding of the guidance program and access to guidance services in order to have increased involvement in children's education and educational and career planning.
- Students increase their knowledge and skills in decision-making, goal-setting, planning, problem-solving, communicating, interpersonal effectiveness, and cross-cultural effectiveness. All students will have access to counselors for assistance with personal-social concerns, as well as academic and career planning.
- Teachers collaborate with counselors to enhance the cognitive and affective development of students and will have a fuller understanding of the guidance program.
- Administrators have a fuller understanding of the guidance program, a basis for determining staff and funding allocations, and a means for evaluating the program and expanding the program to the community.
- Boards of Education have a fuller understanding of the developmental guidance program and will gain a more defined rationale for inclusion of guidance in the school system.
- Counselors benefit from clearly defined roles and responsibilities, elimination of non-guidance functions, and a framework to provide developmental guidance through a balanced, developmental program for all students.

The Purpose of the Guide

A goal of the State Board of Education and the Texas Education Agency is to provide all Texas students with equal access to a developmental guidance and counseling program. Therefore, change is needed across the state for improved implementation of guidance programs.

Change requires hard work and hard decisions. Counselors alone cannot change the guidance programs; they need the help of others who either have a direct involvement or have an investment in the program. Thus, another purpose for this guide is to outline a program development/improvement process that has been successfully implemented in school districts.

The purpose of this guide is to describe the Developmental Guidance and Counseling Program model and to outline a process for tailoring the program model to meet the needs of the vast array of Texas public schools. It provides quality program standards designed to enhance district and campus efforts to improve the guidance programs.

During the 1989-90 school year, the Guidance Advisory Committee reached consensus about the definition of and the goals for guidance programs in Texas public schools. This provided the guidance that school counselors will need to respond to the challenges they will face in the complex schools of the future. It is, thus, the nucleus of a training effort for counselors, administrators, and others.

In 1998, a second Guidance Advisory Committee examined the current needs of Texas students and made recommendations to update the work of the 1989-90 Guidance Advisory Committee. The guide presents a model for all schools, regardless of size, the maturity of the guidance program, or characteristics of communities. Districts continue to have the flexibility to modify it to meet local needs and to match local resources. A basic premise of this guide and the programmatic approach to guidance follows:

> A guidance program must be designed to use resources that are available, or the campus or district must make available resources that are needed to implement the program as designed.
>
> The design includes the establishment of priorities; the resources include all school staff in a team approach to the delivery of the program.

**Although both TEA and the Texas Counseling Association (TCA) recommend this guide for use by Texas public schools, the model is required only for those elementary counselors funded by a competitive state grant. The role of the counselor is defined in the TEA Counselor Evaluation Form and Job Description, developed by TEA in cooperation with TCA and the Texas School Counselors Association (TSCA) in 1996. The role statements are based on the 1992 Texas Evaluation Model for Professional School Counselors (TEMPSC). This evaluation form is congruent with the TEA Developmental Model. Districts are required to evaluate counselors' performance; use of the state form is recommended.

For Whom the Guide is Intended

The guide is intended for all educators and parents seeking to validate or improve the effectiveness and efficiency of the guidance program in their districts and on their campuses.

Parents:
to help them understand, contribute and support a quality guidance and counseling program in order to effectively guide their children's development.

Teachers:
to help them understand the goals of the guidance program so the teacher-counselor partnership can work to the maximum benefit of students.

Counselors:
to help them establish, implement, and manage programs which will benefit all of their students.

Principals:
to help them collaborate with counselors to design and deliver a quality guidance program.

District Administrators such as Superintendents and Assistant Superintendents, as well as Guidance Directors, and Curriculum Directors:
to help them provide appropriate support for guidance program development efforts, to establish procedures which enhance the effectiveness of the guidance program, and to provide guidance for site-based committees.

Boards of Education:
to help them set policies which cause the modernization of the guidance programs in their schools.

What is Included in the Guide

Section I includes background and contextual information about guidance programs and describes the philosophical foundation for guidance programs in Texas. It details the resources needed to support effective guidance programs.

Section II defines the structure of the model and presents recommendations for designing for appropriately balanced programs.

Section III defines the *Roles and Responsibilities of the School Counselors*, including statements about their training, specialized competencies, appropriate assignments and suggests considerations regarding counselor-to-student ratios.

Section IV further details *The Scope and Sequence of a Guidance Curriculum* component.

Section V outlines a process for implementing the Texas Developmental Guidance and Counseling Program at both district and campus levels. Suggestions are included for program development and for steps to take in planning, designing, implementing, and evaluating the program.

Section VI provides some guidelines for evaluating the Texas Developmental Guidance and Counseling Program, including the program as a whole, program improvements, and student growth due to program participation.

Rationale

Educational Reform. The educational reform movement with the ensuing laws, policies, and regulations has renewed interest in quality education for all students including students with special needs. Educational program and staff performance standards and accountability requirements have been established that improve education for all students. Alternative programs and special services that are responsive to the special needs of some students also have been created.

In the late 1990's increases in societal problems are being seen in indicators such as school drop-outs, adolescent and youth suicides, substance abuse by youth, harassment issues, gang involvement, racial tension and turmoil, and violence on school campuses.

In their efforts to reduce and eliminate these indicators, parents and educators have helped students to set high goals, hold high expectations for themselves, envision valuable futures, and strive to fully develop their potential.

Recognizing that the status quo is not good enough and that many challenges face the schools and school counselors, the College Board's Commission on PreCollege Guidance and Counseling recommended that local schools accomplish the following:

- establish school guidance improvement plans,
- define a broader role for school counselors,
- involve parents more fully in the learning and educational/career planning of their children, and
- provide fuller guidance and counseling support for children and young adolescents.

The Commission also recommended that collaboration with or the support of the following agencies is essential to the program:

- collaboration of schools and community groups to enhance student services,
- support of state education agencies through increased support for local initiatives,
- support of the federal government through continued programs that increase equity of opportunity for disadvantaged students, and
- support of higher education institutions through updated training programs to better prepare counselors for their new roles.

State Law and Policy. The Texas Education Agency *1996-2000 Long Range Plan of the State Board of Education for Public School Education* (p. 3) "We live in an age of transformation. It is illustrated by changing demographic and social patterns, made manifest by changing work force needs, and based upon changing ideas of education and what it means to be educated. Full participation in our society and economy now requires all of our citizens to achieve their full potential through learning. It means that high school diplomas and post-secondary degrees must be seen as steps, rather than end points, in a lifetime of continuous learning."

In 1991, the Texas Legislature added language to the school finance provisions earmarking $5 million of the state compensatory education allotment each year for elementary school counseling programs. In 1993, the amount allocated increased to $7.5 million. These funds must be used to supplement the existing guidance program in the district. In distributing the funds, preference is given to elementary schools in districts with high percentages of students at risk of school failure.

The law (TEC §§33.001-33.006) specifies the duties of counselors employed with these funds, outlines components of the guidance program, and specifies a student/counselor ratio of 500 students or less per counselor. The language describing developmental guidance and counseling programs and the role of the counselor were updated when the new code was adopted in 1995. Specifically the legislation states:

The counselor shall work with the school faculty and staff, students, parents, and the community to plan, implement, and evaluate a developmental guidance and counseling program. The counselor shall design the program to include:

- a guidance curriculum to help students develop their full educational potential;
- a responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
- an individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
- system support to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

The primary responsibility of a school counselor is to counsel students to fully develop each student's academic, career, personal, and social abilities. Additionally, the counselor shall:

- participate in planning, implementing, and evaluating a comprehensive developmental guidance program to serve all students and to address the special needs of students who are:
  - at risk of dropping out of school, becoming substance abusers, participating in gang activity, or committing suicide; or
  - in need of modified instructional strategies;

- consult with a student's parent or guardian and make referrals as appropriate in consultation with the student's parent or guardian;
- consult with school staff, parents, and other community members to help them increase the effectiveness of student education and promote student success;
- coordinate people and resources in the school, home, and community;
- with the assistance of school staff, interpret standardized test results and other assessment data that help a student make educational and career plans; and
- deliver classroom guidance activities or serve as a consultant to teachers conducting lessons based on the school's guidance curriculum.

In 1995, the Commissioner of Education was directed by TEC §21.356 to develop and periodically update a counselor job description. The law further directed the Commissioner of Education to consult state guidance education associations in the development and updating of a counselor job description.

To appropriately update school guidance and counseling, services must be integrated into programs and the programs must have a developmental basis that help all students develop and practice specific competencies. Programs also must be systematically planned and delivered, and include a component that is responsive to students with special needs.

TEC Chapter 37 requires that a disciplinary alternative education program provide for student "behavioral needs" and requires that a disciplinary alternative education program provide "supervision and counseling." Additionally, the law states that "a program of educational and support services may be provided to a student and the student's parents when the offense involves drugs or alcohol."

State and Federal law concerning Individuals with Disabilities Education Act (IDEA) requires that students receive services as determined by the ARD and IEP which may include counseling.

The developmental guidance and counseling program model described in this document differs from historical models as compared in the following:

Historical	**Developmental**
Reactive	Planned, based on priorities
Crisis counseling only	Preventive and crisis counseling
Individual guidance & counseling only	Group guidance & counseling
Uneven service to students	Consistent service to all students
Emphasis on Services	Emphasis on Program
Information dissemination	Developmental curriculum
Clerical/administrative task oriented	Student goal attainment oriented
Unstructured program	Designed program
Unmeasurable	Evaluated and improved, based on evaluation results
Counselors only	Counselors + all school staff

The Developmental Guidance and Counseling Program Model outlined in this guide reflects the characteristics of High Performing Counseling Programs.

CHART 1
Characteristics of High and Low Performing Counseling Programs

Recommendation #1: Establish a School Plan	
Low Performing Programs	**High Performing Programs**
A set of loosely related services performed almost exclusively by counselors	A well-defined planning process that leads to well-coordinated services for all students
Students "fall through the cracks"	An ongoing monitoring system is set up to constantly assess student performance and provide services where needed
Counselors operate in isolation from the school, community, and district	Counselors are part of planning teams
No coordinated planning process to provide for the needs of students; plans are viewed as a bureaucratic requirement	Planning process involves everyone in the school, community: students, parents, teachers, administrators, and counselors
Little district support	District provides services and support to schools by: • providing technical assistance in their assessment of needs and evaluation • providing special allocation of resources to schools serving large numbers of "at-risk" students • periodically reviewing school plans • identifying elements that should be coordinated across and among schools
Do not use data on a regular basis to analyze and improve students' learning	Use data regularly to analyze and improve students' learning
Recommendation #2: Clarify the Role of the Counselor	
Low Performing Programs	**High Performing Programs**
School principals view counselors as quasi-administrators whose primary function is to schedule students into classes	School principals emphasize the importance of the counselor as a monitor and promoter of student potential as well as a coordinator of school's guidance plan
Counselors spend most of their time doing technical tasks, paperwork, and seemingly unrelated jobs as assigned (bus duty, supervision)	Counselors develop close alliances with teachers and link their work with students in the classroom
Counselors work with students exclusively on an individual basis	Counselors use group counseling, classroom presentations, and computer technology as well as individual counseling
Counselors operate in isolation	Schools create conditions for collaboration of counselors, teachers, and administrators—particularly for high-risk populations—to devise strategies for: • improving student performance and interest in school • understanding and addressing the needs of a changing student population • encouraging minority and poor students to continue their education • involving parents in the educational process • forging partnerships with community agencies, businesses, and universities to better serve the needs and interests of all students

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Recommendation #2: Clarify the Role of the Counselor *(continued)*	
Counselors act as "gatekeepers" to limit access by performing screening functions	Counselors serve as "advocates" for all students, encouraging them to maximize their potential
Counselors' sphere of influence is limited to working with students and other counselors	Counselors are viewed as having a central role in schoolwide change to improve student achievement and services
Recommendation #3: Involve Parents	
Low Performing Programs	**High Performing Programs**
Parent involvement is minimal and usually limited to PTA, fundraising, or attending open houses	Parent and family involvement means ensuring their participation in students' academic planning, course selections, and options regarding postsecondary choices
Regular day schedule prevails regardless of the needs of the community; parents are expected to adjust their schedules to the school's	Information for parents is provided at a time and in places that are convenient for family work schedules; this may mean flexible scheduling for counselors, teachers, and administrators
Recommendation #4: Provide Guidance and Support for Children and Young Adolescents	
Low Performing Programs	**High Performing Programs**
Too many excuses for why poor kids can't learn	All students are viewed as potential high achievers
Students separated by "perceived" ability into homogeneous groups	Most/all instruction in heterogeneous groups
Only high-ability students taught advanced-level material or given college information	All students get same rigorous core curriculum and are offered the full range of postsecondary opportunities
Low achievement and poor school functioning blamed on others	Staff views improving achievement and school functioning as its responsibility
Few support services for students	Ample support services closely integrated with instructional program
Little college information given to students and parents until high school and usually not until 11th and 12th grades	Extra efforts are made at elementary and middle school to work with students and parents in understanding college options and financial aid opportunities
Recommendation #5: Provide Better Services Through Collaboration	
Low Performing Programs	**High Performing Programs**
Few students get served—schools try to "do it all"	Schools build a support system with human service agencies, colleges, and other community organizations
School services focus on students who are academically successful or potential dropouts; the students "in the middle" get ignored	"Average" students get the needed extra attention by collaboration with colleges and businesses through: • mentorships • grants • employment • college transition programs

Source: Selected from table in *Making the Vision a Reality* (College Entrance Examination Board, CEEB 1996), pp. 10-17

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Student Needs. The contributions of school counselors and guidance programs to the educational mission and to the individual student's development are many and varied. Although the basic goal of school guidance is to enhance the student's educational development, studies show that through guidance and/or counseling, some students achieve identified results in a range of related areas:

- academic achievement,
- improved school attendance,
- improved school attitudes,
- information to assist in choosing potential careers,
- self-confidence development,
- interpersonal relationships, and
- life satisfaction.

Counseling issues that have been identified by students are wide-ranging:

- school attitudes and behaviors,
- peer relationships,
- study skills,
- career planning,
- school safety,
- harassment issues,
- gang pressures,
- conflict resolution,
- college choice,
- death of a family member,
- family divorce,
- substance abuse,
- family abuse,
- scholarship, and
- financial aid.

Definition

Developmental guidance and counseling programs are vital to the achievement of excellence in education for all students. The Texas Developmental Guidance and Counseling Program is an integral part of each school's total educational program. In order to preserve the academic day, team planning is necessary when delivering the developmental guidance and counseling program. The counselors primary focus is to facilitate instruction by removing impediments to student learning. It is developmental by design and includes sequential activities organized and implemented by certified school counselors with the support of teachers, administrators, students, and parents.

Developmental guidance and counseling programs organize resources to meet the priority needs of students through four delivery system components. The identified needs of all students in prekindergarten through grade twelve provide the basis for the developmental guidance program, delivered through the Guidance Curriculum and Individual Planning System components. The identified special needs of some students provide the basis for the Responsive Services component. The identified needs of the school system itself are met through the System Support component.

Assumptions

For effective implementation of the developmental guidance program to occur, certain programmatic conditions must exist and resources must be allocated as outlined below.

Conditions Required. The Texas Developmental Guidance and Counseling Program model is based on the following assumptions regarding conditions:

> The minimum level program provides for each of the four delivery system components and employs a professionally certified school counselor.
>
> All students, parents, teachers, and other recipients of the guidance program have equal access to the program regardless of gender, race, ethnicity, cultural background, disability, socioeconomic status, learning ability level, or language.
>
> Parents will be full partners with educators in the education of their children. (TEC §4.001)
>
> Counselors who are employed in a setting that is characterized by adequate physical and attitudinal resources are able to make their unique contributions to the educational program and to the healthy growth and development of the students. The conditions required for effective program implementation include being in a positive work environment (one with favorable interpersonal relations among the school staff); administrative commitment to and support of the guidance and counseling program; and an adequate budget and guidance materials.
>
> School administrators understand and support the program's priorities and its demands. Administrators make decisions and establish policies and procedures in light of this understanding. For example, since counselors must have access to students and vice versa, schedules will be developed which allow student accessibility.
>
> The Texas Education Agency will continue to provide, through the Guidance Unit, leadership and technical assistance as the schools implement the Developmental Guidance and Counseling Program. The Accountability and Accreditation Division will continue to monitor the effectiveness and efficiency of program implementation.

Resources Needed. The more resources a program has to support it, the bigger the contribution that can be made to students' education and development.

Staff:

- Staff responsibilities: All staff members accept responsibility for guidance program goals and objectives.
- Counselors' qualifications: School counselors should be fully certified either by the Texas Education Agency or by the State Board of Educator Certification and have the special training needed to carry out specialized job assignments.
- Staffing Patterns: For appropriate implementation of the guidance program, the roles of each of the staff members and their organizational relationships must be clearly defined.
- Professional rélationships are characterized by respect, collaboration, and cooperation.
- Ratios: The counselor-to-student ratio has to be adequate to implement the designed program, or the program has to be designed within the parameters of the ratio.

Parent Awareness and Support. Parents have access to preview guidance program and materials that may be used with their children in the delivery of the developmental guidance and counseling program. Parent and family involvement in education is essential to the intellectual growth and academic achievement of their children.

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Program and Staff Development:
Time and opportunity need to be provided for guidance programs to be designed and evaluated and for implementation plans and products (e.g., program component resource guides) to be developed. Inservice training to facilitate counselors' achievement of professional growth goals should be provided.

Budget:
An adequate guidance department budget should be established to support program needs and goals. Budget sources should include:

- Campus budgets: similar to those of other departments;
- District budgets: for categories of items that are centrally managed; for example, program materials, audiovisual, computer or other capital outlay equipment;
- State and Federal appropriations where applicable; for example, the following funded programs are allowed to spend money for guidance and counseling:
  Bilingual Education
  Compensatory Education
  Drop-Out Prevention
  Safe and Drug-Free Schools
  Gifted and Talented Students Education
  Migrant Education
  Special Education
  Career and Technology Education
  Communities in School

Materials, Supplies, and Equipment:
These should be easily accessible to support the program. Materials should be relevant to the program, appropriate for the community, and of sufficient quantity to be useful. The counselor should have locked files and private lines on telephones.

Facilities:
All facilities must be easily accessible and adequate to allow for implementation of the developmental program; specifically, the counselor must have the following:

- a private office, properly equipped and soundproofed, built with consideration of the students' right to privacy and confidentiality,
- access to facilities for conducting small group counseling and large group guidance,
- adequate space to organize and display guidance materials, and
- storage space.

SECTION II

The Texas Developmental Guidance and Counseling Program Model

Four Components of a Developmental School Guidance and Counseling Program

Guidance Curriculum Provides guidance content in a systematic way to all students.	**Responsive Services** Addresses the immediate concerns of students.	**Individual Planning** Assists students in monitoring and understanding their own development.	**System Support** Includes program and staff support activities and services.
Purpose: Awareness, skill development, and application of skills needed in everyday life.	**Purpose:** Prevention, Intervention	**Purpose:** Student Planning and Goal Setting	**Purpose:** Program Delivery and Support

Areas Addressed:
• Self-confidence development
• Motivation to achieve
• Decision-making, Goal-setting, Planning, and Problem-solving skills
• Interpersonal effectiveness (including social skills)
• Communication Skills
• Cross-cultural effectiveness
• Responsible Behavior
	Areas Addressed:
	• Academic concerns
	• School-related concerns
	  • tardiness
	  • absences & truancy
	  • misbehavior
	  • school-avoidance
	  • drop-out prevention
	• Relationship concerns
	• Physical/sexual/emotional abuse as described in Texas Family Code
	• Grief/loss
	• Substance abuse
	• Family issues
	• Harassment issues
	• Coping with stress
		Areas Addressed:
		• EDUCATIONAL
		  • Acquisition of study skills
		  • Awareness of educational opportunities
		  • Appropriate course selection
		  • Lifelong learning
		  • Utilization of test scores
		• CAREER
		  • Knowledge of potential career opportunities
		  • Knowledge of career and technical training
		  • Knowledge of positive work habits
		• PERSONAL-SOCIAL
		  • Development of healthy self-concepts
		  • Development of adaptive and adjustive social behavior
			Areas Addressed:
			• Guidance program development
			• Parent education
			• Teacher/administrator consultation
			• Staff development for educators
			• School improvement planning
			• Counselor's professional development
			• Research and publishing
			• Community outreach
			• Public Relations

Counselor Role Guidance Consultation Program implementation and facilitation Professionalism	**Counselor Role** Counseling Consultation. Coordination Referral Professionalism	**Counselor Role** Guidance Consultation Assessment Professionalism	**Counselor Role** Program Management Consultation Professionalism

CHART 2

The developmental guidance and counseling program in Texas public schools is an integral part of the total educational program. It provides a systematic, planned approach for helping all students acquire and apply basic life skills by making optimal use of the special knowledge and skills of school counselors. The foundation of the program is to provide developmentally appropriate assistance for all students, and at the same time provide special assistance to those who need it.

Program Structure

As summarized in Chart 2, the Program Structure includes four components:

- Guidance Curriculum
- Responsive Services
- Individual Planning
- System Support

To fulfill the basic mission of the guidance program in local schools, program balance must be established to guide the allocation of resources to each component.

Guidance Curriculum

The purpose of the guidance curriculum component is to help all students develop basic life skills. It is the foundation of a developmental guidance program. In Texas, seven areas have been identified for the guidance curriculum:

- Self-confidence Development
- Motivation to Achieve
- Decision-making, Goal-setting, Planning, and Problem-solving Skills
- Interpersonal Effectiveness
- Communication Skills
- Cross-cultural Effectiveness
- Responsible Behavior

The developmental guidance curriculum has a scope and sequence for student competency development. The curriculum is taught in units with planned lessons for small or classroom-sized groups of students. The curriculum is designed for the use of materials and other resources, and requires evaluation strategies.

Parents Role in the Guidance Curriculum

The guidance curriculum reflects knowledge and skills that parents also help their children learn. Indeed, historically, parents have accepted primary responsibility for teaching these life skills. It is critical, then, that parents be invited to provide input to the curriculum that is taught at the school their children attend, that they be aware what is taught and that they be encouraged to reinforce these skills at home.

Instruction in the guidance curriculum begins with children's first experiences in school, with the levels of mastery expanding each year in accordance with the students' ages and developmental levels. **Section IV** (pages 45-70) specifies an age-appropriate sequence for students' acquisition of these skills by stating competency indicators for the following grade spans:

- Grades Pre-Kindergarten—Kindergarten
- Grades 1 - 3
- Grades 4 - 6
- Grades 7 - 9
- Grades 10 - 12

Local educators should strive to present a well-balanced guidance curriculum, including teachings from all seven strands of the guidance curriculum. Local needs and priorities will dictate the specific competencies, results, and objectives to be taught, and the most effective activities and materials to be used. Full implementation of the guidance curriculum requires partnerships between counselors and teachers.

As members of instructional teams, school counselors may teach all or some of the curriculum through direct instruction. They also may consult with teachers who integrate the curriculum with other curricula.

Responsive Services

The purpose of the responsive services component is to intervene on behalf of those students whose immediate personal concerns or problems put their continued personal-social, career, and/or educational development at risk. Although counselors respond to any concerns presented by students, some topics have been identified as having high priority and/or relevance within the school setting. Topics of priority in Texas in the late 1990's and beyond include:

- academic success
- adolescent and child suicide
- child abuse and neglect
- school drop-outs
- severe stress
- substance abuse
- school-age pregnancy
- gang pressures/involvement
- harassment issues

In addition to the topics identified at the state level, school districts have identified some recurrent topics presented for responsive services, including:

- School-based issues, such as
  - attendance
  - school attitudes and behaviors
  - peer relationships
  - study skills
  - being new to the school
  - emergent issues in intervention or postvention of a traumatic event; and
  - violence on campus (school safety)

- Personal issues, such as
  - career indecision
  - financial aid
  - college choice
  - death of a family member or friend
  - family divorce
  - family abuse, and
  - harassment issues

Parents Role in the Responsive Services

Parent involvement with and participation in activities of this component are essential to helping children overcome barriers to their educational process. They refer their children for help, work with school staff to specify their children's issues and give permission for needed special services including on-going counseling.

Some responses are **preventive**: interventions with students who are on the brink of choosing an unhealthy or inappropriate solution to their problems or being unable to cope with a situation. Some responses are **remedial**: interventions with students who have already made unwise choices or have not coped well with problem situations.

In this component as in the others, locally identified needs will dictate the priorities for problem topics and for the groups of students to be served. A developmental guidance and counseling program includes supplemental guidance and counseling services for students targeted by special funding sources such as students in compensatory, gifted, migrant, special, or career and technology education programs.

The school counselors counsel individuals or small groups of students, appraise individuals for the purpose of problem identification, consult with teachers and parents, refer students and/or their parents and teachers to other specialists or special programs, coordinate programs and services with other specialists, and follow-up with students to monitor their progress toward resolution of their problems. If applicable, they train and supervise peer facilitators. Often they conduct guidance sessions in response to teachers' requests to address problems of particular groups, such as competitiveness or stress with classroom groups of gifted students.

Individual Planning System

The purpose of the individual planning system is to guide all students as they plan, monitor, and manage their own educational, career, and personal-social development. Schools can systematically use a variety of resources—staff, information, and activities—and to focus resources toward the students and to assist individual students to develop and implement personalized plans. Through the individual planning system, students can:

- Set challenging educational, career, and personal-social goals that are based on self-knowledge and information about school, the world of work, and their society;
- Make plans for achieving short-, intermediate-, and long-term goals;
- Analyze how their strengths and weaknesses enhance or hinder the achievement of their goals;
- Assess their current progress toward their goals; and
- Make decisions that reflect their plans.

As part of the developmental guidance program, the individual planning system includes:

- age-appropriate, objective-based activities;
- relevant, accurate, and unbiased information; and
- coordinated advisement procedures to facilitate appropriate placement decisions by students and their parents. Parent involvement is essential.

Parents Role in Individual Planning

Educational and career decision-making, planning and goal setting are primarily the responsibility of the students and their parents. Thus, parent involvement in the individual planning system is essential to students' successful development and implementation of educational and career plans. Parents are provided accurate and meaningful information in a timely manner as school-based activities are implemented.

Local educators must establish priorities for helping students make and implement individualized plans which focus on students' educational and career plans.

Examples of typical systematic opportunities for providing individual planning assistance include the interpretation of standardized test results, career development activities (e.g., Career Days), strategies provided to facilitate students' transition from one school level to the next (e.g., High School Educational Plan), pre-registration for courses for the subsequent school year, and assisting students to research and secure financial aid for post-secondary education and/or training.

The school counselors may conduct the group guidance sessions and/or consult with students' advisors and parents. They have responsibility for assuring accurate and meaningful interpretation of test and other appraisal results information to students, teachers, and parents. They may coordinate or consult with those who are responsible for providing other career and educational information and the procedures whereby teachers make placement recommendations. They refer or consult regarding the procedures for referral of students with needs for special/targeted educational programs such as gifted, bilingual, students in at-risk situations, special education, and compensatory education.

System Support

Whereas the three components previously described serve students directly, the system support component describes services and management activities which indirectly benefit students. The services include:

- consultation with teachers;
- support for the parent education program and community relations efforts;
- participation in the campus-based school improvement plans and goals;
- implementation of the state and local standardized testing program;
- cooperation with relevant research projects; and
- provision of input from the students' perspective to policy-makers and instructional/ curriculum planners.

Management activities are required to assure the delivery of a high quality guidance program. These activities include:

- program development and management;
- counselor staff development;
- community outreach; and
- development of appropriate written policies, procedures and guidelines.

Parents Role in System Support

System Support is defined as work within the system. Thus direct parent roles and responsibilities are not specified.

The school counselors consult with teachers and administrators on behalf of students, parents, and the guidance program and staff. They often collect, summarize, and interpret data generated by the testing program. Additionally, they manage the guidance program, pursue professional development, cooperate in the implementation of school-wide, district-wide or state-wide activities, and coordinate guidance related activities which are assigned to them.

Program Balance

Program balance refers to the allocation of resources to each of the developmental guidance and counseling program components during an entire year, including all of the resources a campus applies to the guidance program. As with other educational programs, the basic resources are the time and talent of the primary staff members, as in this case, the school counselors. Other resources include the time and talent of other professional and paraprofessional staff and materials and equipment.

A development guidance and counseling program includes all four components, but the relative emphasis of each component will vary from district to district, perhaps from campus to campus, depending on the developmental and special needs of the students served. Each district/campus should design its program—i.e., make conscious decisions as to resource allocations. (A process for doing this is more thoroughly described in Section V.)

Some general recommendations can be made, however, about appropriate program balance. Although each campus and district needs to establish its own balance reflecting its own local priorities, the developmental ages of students dictate different program designs at different school levels. History has shown some consistencies in decisions regarding program balance:

- The balance between the developmental guidance components shifts as students mature and accept more responsibility for their own growth and development.
- The guidance curriculum is a larger program component at the elementary level than at the secondary level.
- The individual planning system is larger at the secondary level than at the elementary level.
- The needs for responsive services and system support stay fairly constant; thus, these two program components maintain a similar share of the program throughout.
- The system support component, representing indirect services to students, is consistently the smallest of the four components.

As discussed more in Section V, to identify the right program design and to assess whether change in their current program is needed, campus and district personnel must:

(1) quantity the balance of the current guidance program;

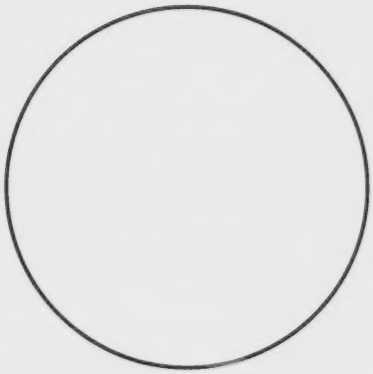
(2) consider the state-level **recommendations** that are provided on the following pages; and

(3) decide on the balance that fits their students' and community's needs.

Graph worksheets for displaying each of these program designs for each level—elementary, middle/junior high, and high schools—are on the following pages. The center circle on each worksheet displays the state's recommended program balance for that school level. These are generalizations; as stated above, an appropriate local design should be based on local rationale.

GRAPH 1

Program Balance Time Distribution Form Elementary Level



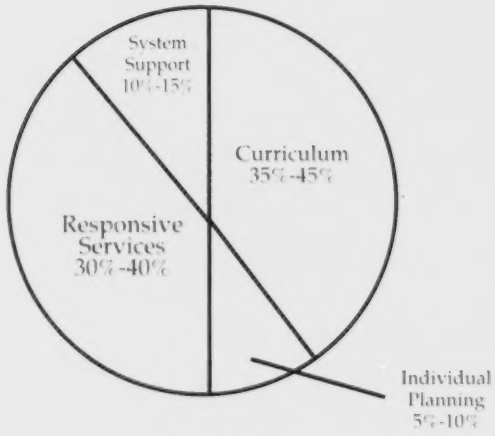
Current District Program Percentages

Current District Program Percentages

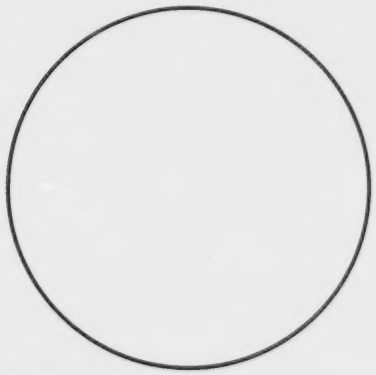
_____ guidance curriculum
_____ responsive services
_____ individual planning
_____ system support
_____ non-guidance

State-Recommended Percentages

35%-45%	guidance curriculum
30%-40%	responsive services
5%-10%	individual planning
10%-15%	system support
0%	non-guidance



State-Recommended Percentages



Desired District Program Percentages

Desired District Program Percentages

_____ guidance curriculum
_____ responsive services
_____ individual planning
_____ system support

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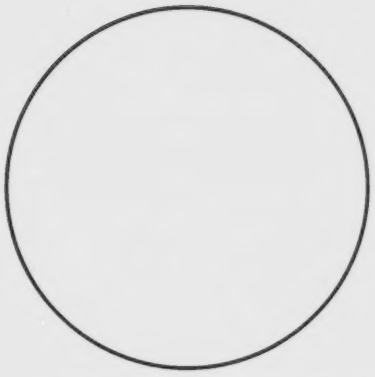
GRAPH 2

Program Balance Time Distribution Form Middle School/Jr. High Level



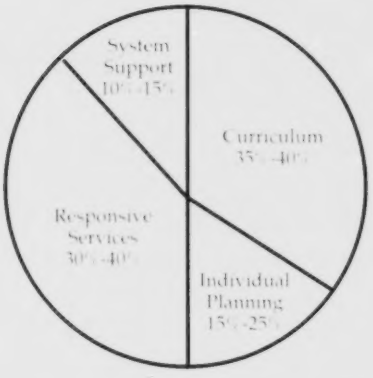
Current District Program Percentages

Current District Program Percentages

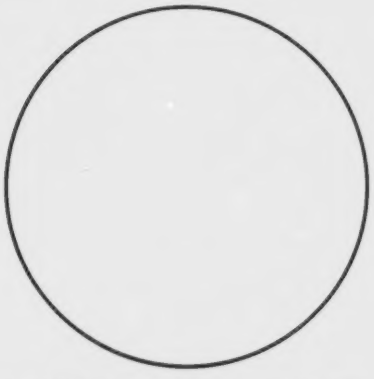
_____ guidance curriculum
_____ responsive services
_____ individual planning
_____ system support
_____ non-guidance

State-Recommended Percentages

35%-40%	guidance curriculum
30%-40%	responsive services
15%-25%	individual planning
10%-15%	system support
0%	non-guidance



State-Recommended Percentages



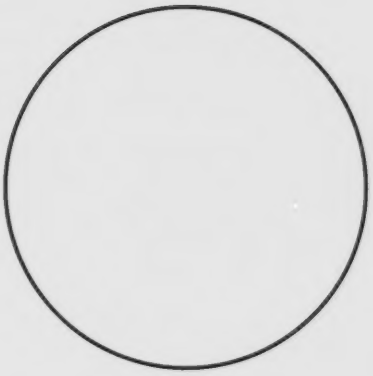
Desired District Program Percentages

Desired District Program Percentages

_____ guidance curriculum
_____ responsive services
_____ individual planning
_____ system support

GRAPH 3

Program Balance Time Distribution Form High School Level



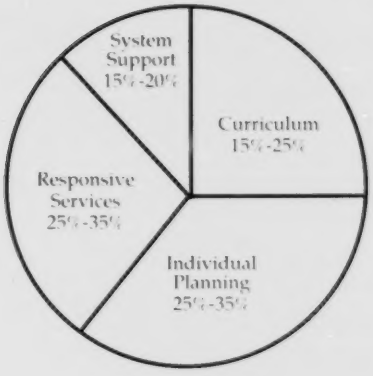
Current District Program Percentages

Current District Program Percentages

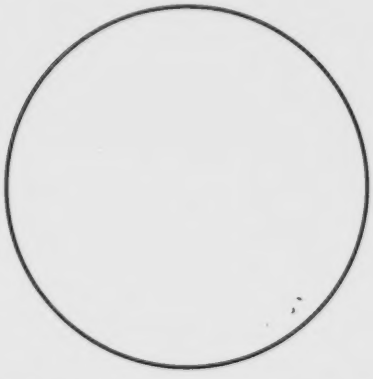
_____ guidance curriculum
_____ responsive services
_____ individual planning
_____ system support
_____ non-guidance

State-Recommended Percentages

15%-25% guidance curriculum
25%-35% responsive services
25%-35% individual planning
15%-20% system support
0% non-guidance



State-Recommended Percentages



Desired District Program Percentages

Desired District Program Percentages

_____ guidance curriculum
_____ responsive services
_____ individual planning
_____ system support

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SECTION III

The Roles and Responsibilities of School Counselors and Other Staff Members

Counselors' Orientation

Professional school counselors accept the responsibility to help all students through a systematically delivered developmental guidance and counseling program. At the same time, they respect each student, strive to understand each student's background and the factors which are influencing his/her present circumstances, and maintain optimism about each student's future.

Professional school counselors approach students, parents, teachers, and others with warmth and understanding, an accepting and optimistic attitude about the potentialities of people, and the belief that people can change in positive ways. They are committed to personal change and growth, not only in others, but also in themselves. They have the ability to relate to and effectively communicate with people of all ages and cultural backgrounds. When counselors are selected who demonstrate these personal characteristics and the competencies described and reflect the ethnic makeup of the school community, the probability for having an effective guidance and counseling program is increased.

Counselors' Background and Training

Professional school counselors were teachers first. Thus, they have demonstrated competence as instructors and understand the dynamics of the classroom and the school setting. This initial experience provides the background for their understanding of school-related situations and problems and an understanding of the opportunities available in the school system.

Through coursework leading them to school counselor certification and, typically, the master's degree, professional educators learn and apply, through practicum and research experiences, knowledge and skills regarding the guidance program, pupils served, and counseling and development services. Specifically, they study:

- history, legal and ethical issues,
- processes for implementing a developmental guidance program,
- normal growth and development of children and youth,
- cross-cultural foundations,
- motivation and learning in the exceptional child,
- counseling theory and methods,
- group procedures,
- consultation,
- student appraisal,
- career development,
- counseling special populations, and
- computer applications in guidance.

Professional school counselors are committed to continuous professional growth and development; therefore, they develop annual professional growth plans. School districts have a responsibility to provide in-service training for school counselors and to support counselors' participation in other professional development activities.

Counselors' Roles

When a fully certified school counselor is employed, the administration, faculty, parents, and community should expect the counselor to carry out seven basic roles competently and in a professional and accountable manner. The seven roles are:

- Program Management
- Guidance
- Counseling
- Consultation
- Coordination
- Assessment
- Professionalism

These roles and the responsibility of professionalism are further defined as follows:

Program Management. School counselors function in the area of guidance program management within the school unit and the school district. Counselors will work with faculty, staff, students, parents, community members, and the district director/coordinator of guidance, to plan, implement, and evaluate a developmental program of guidance, including counseling services. Counselors must be able to use a planning process to define needs and priorities and to determine appropriate objectives. Counselors must be able to organize personnel, physical resources, and activities in relation to defined needs, priorities, and objectives. They must also evaluate the guidance program to maintain its contribution to the total educational program.

Guidance. School counselors provide a proactive, developmental guidance program to all students, from pre-kindergarten through 12th grade, within the school and district in which they are employed. The developmental approach focuses on the normal processes of growing up in a complex culture. Cross-cultural issues, individual differences, and problem-centered concerns are taken into account when considering the focus of the developmental guidance program. All students need guidance for maximizing personal growth and development; thus guidance is taught to groups of students.

Counseling. Counselors apply appropriate theories and techniques to develop and maintain effective individual and group relationships and to provide counseling in response to individuals and small groups with educational, career, personal, and social needs or concerns.

Consultation. Counselors, functioning as consultants, provide professional expertise to assist faculty, staff, administrators, parents, and other community members to understand both individual behavior and human relationships. In addition, counselors interpret relevant information to those persons concerning the development and needs of students.

Coordination. Counselors as coordinators bring together people and resources in the school, the community, and the district for the fullest academic, career, personal, and social development of the students.

Assessment. Counselors collaborate with other school and district staff to design testing and appraisal programs that help students identify their abilities, aptitudes, achievements, and interests. In addition to test data, other sources of appraisal information include interviews, biographical summaries, academic records, anecdotal records, personal data forms, and records of past experiences. Counselors have knowledge of the principles, practices, and limitations of test data, and are ethically bound to treat assessment data as confidential, so that only those with a need to know have access to the information.

Professionalism. Professional school counselors demonstrate their professionalism by adhering to ethical, legal, and professional standards for performance.

Counselors' Competencies

The competencies used by school counselors to carry out these roles and the developmental guidance and counseling program components which call upon these competencies are listed below.

Roles and Competencies		Component
1.	Program Management	
1.1	Plan, implement, and evaluate a developmental program of guidance, including counseling services.	System Support
1.2	Supervise activities of clerical, para-professional, and volunteer personnel.	System Support
2.	Guidance	
2.1	Teach the school developmental guidance curriculum.	Guidance Curriculum
2.2	Assist teachers in the teaching of guidance related curriculum.	Guidance Curriculum
2.3	Guide individuals and groups of students through the development of educational, career, and personal plans.	Individual Planning
3.	Counseling	
3.1	Counsel individual students with their concerns.	Responsive Services
3.2	Counsel small groups of students with their concerns.	Responsive Services
3.3	Use accepted theories and techniques appropriate to school counseling.	Responsive Services

4. Consultation

4.1	Consult with parents, teachers, administrators, and other relevant individuals to enhance their work with students.	Responsive Services Individual Planning

5. Coordination

5.1	Coordinate with school and community personnel to bring together resources for students.	Responsive Services
5.2	Use an effective referral process for assisting students and others to use special programs and services.	Responsive Services

6. Assessment

6.1	Participate in the planning and evaluation of the district/campus group standardized testing program.	System Support
6.2	Interpret test and other appraisal results appropriately.	Individual Planning
6.3	Use other sources of student data appropriately for assessment purposes.	Responsive Services

7. Professionalism

7.1	Adheres to ethical and legal standards.	System Support
7.2	Adheres to professional standards.	System Support
7.3	Adheres to district standards.	System Support

Counselor Job Description and Evaluation

Counselors' job responsibilities vary depending on the individual's job description established for a specific work setting and counselor-to-student ratio. Although all school counselors are expected to perform in all seven roles and in all 17 competencies, not all the competencies listed are necessarily used by a counselor in a given school year.

It is recommended that each counselor's job description be defined collaboratively by the counselor and the supervisor(s) (i.e., principal, and the district guidance administrator) in response to the needs and priorities established in the school's and district's developmental guidance and counseling program.

The counselor and all other professional staff are required to be evaluated annually as per Texas Education Code. (TEC §21.356)

PROFESSIONAL SCHOOL COUNSELOR PERFORMANCE EVALUATION FORM AND JOB DESCRIPTION

EVALUATION PERIOD: _____ - _____

NAME OF COUNSELOR: _____

SCHOOL: _____

EVALUATOR: _____ TITLE: _____

TEXAS EDUCATION AGENCY COUNSELOR EVALUATION FORM AND JOB DESCRIPTION

The counselor evaluation form may be used by the counselor as a self-audit. It may also be used by supervisors to annually evaluate the counselor's performance. This TEA Counselor Evaluation and Job Description were developed in cooperation with the Texas Counseling Association and Texas School Counselors Association and is the recommended evaluation form as directed by TEC 21.356. For additional information, contact John Lucas or Yvette Henley, TEA Guidance and Counseling at (512) 463-9498.

DIRECTIONS FOR FORM COMPLETION:

I. THE RATING SCALE: Please write the appropriate number in the space provided beside each item. Mark the space N/O if you had no opportunity to observe and/or to evaluate. The rating scale is:

5	—	Performance is clearly outstanding
4	—	Performance consistently exceeds standards
3	—	Performance consistently meets standards
2	—	Performance is below expectations; consultation is required; and improvement is needed in specific areas
1	—	Performance is unsatisfactory or lacking, and little or no improvement has resulted from consultation
N/O	—	No opportunity to observe and/or evaluate

II. COMPLETING THE EVALUATION FORM: Numerical ratings are to be assigned to each indicator. The indicator ratings are averaged to arrive at the role average of the counselor's performance. An N/O rating is not calculated in the role average.

It is not necessary for the evaluator to comment on each indicator; however, comments are encouraged for some areas where exceptional strength is indicated (i.e., a 4 or 5 rating is earned) or for areas which require improvement (i.e., a 1 or 2 rating is earned).

PROFESSIONAL SCHOOL COUNSELOR PERFORMANCE EVALUATION REPORT

ROLE 1: PROGRAM MANAGEMENT

A. PLANS, IMPLEMENTS, AND EVALUATES A DEVELOPMENTAL PROGRAM OF GUIDANCE, INCLUDING COUNSELING SERVICES.

1. Uses a planning process to define needs, priorities and program objectives. N/O 1 2 3 4 5
2. Implements a developmental and balanced program. N/O 1 2 3 4 5
3. Evaluates the effectiveness of individual activities and the overall program in meeting desired student outcomes. N/O 1 2 3 4 5
4. Educates the school staff, parents and the community about the guidance program through a public information program. N/O 1 2 3 4 5

ADD SCORES _____

ROLE AVERAGE _____

ROLE 2: GUIDANCE

A. TEACHES THE SCHOOL DEVELOPMENTAL GUIDANCE CURRICULUM.

1. Outlines, in writing, a campus guidance curriculum consistent with the district's guidance program plan and tailored to campus needs. N/O 1 2 3 4 5
2. Teaches guidance units effectively. N/O 1 2 3 4 5

ADD SCORES _____

B. ASSISTS TEACHERS IN THE TEACHING OF GUIDANCE RELATED CURRICULUM.

1. Consults with administrators and teachers regarding the teacher's areas of responsibility in teaching the developmental guidance curriculum. N/O 1 2 3 4 5

2. Supports teachers in teaching "essential knowledge and skills" identified in the SBOE Rules for Curriculum which are guidance-related. N/O 1 2 3 4 5

ADD SCORES _____

C. GUIDES INDIVIDUALS AND GROUPS OF STUDENTS THROUGH THE DEVELOPMENT OF EDUCATIONAL PLANS AND CAREER AWARENESS.

1. Involves students in personalized educational and career awareness. N/O 1 2 3 4 5

2. Presents relevant information accurately and without bias. N/O 1 2 3 4 5

ADD SCORES _____

ROLE AVERAGE _____

ROLE 3: COUNSELING

A. COUNSELS INDIVIDUAL STUDENTS WITH PRESENTING NEEDS/CONCERNS.

1. Provides counseling systematically. N/O 1 2 3 4 5

2. Responds to students individually. N/O 1 2 3 4 5

ADD SCORES _____

B. COUNSELS SMALL GROUPS OF STUDENTS WITH PRESENTING NEEDS/CONCERNS.

1. Provides counseling in groups as appropriate. N/O 1 2 3 4 5

2. Provides group counseling systematically. N/O 1 2 3 4 5

ADD SCORES _____

C. USES ACCEPTED THEORIES AND TECHNIQUES APPROPRIATE TO SCHOOL COUNSELING.

1. Uses accepted theories. N/O 1 2 3 4 5

2. Uses effective techniques. N/O 1 2 3 4 5

ADD SCORES _____

ROLE AVERAGE _____

ROLE 4: CONSULTATION

A. CONSULTS WITH PARENTS, TEACHERS, ADMINISTRATORS AND OTHER RELEVANT INDIVIDUALS TO ENHANCE THEIR WORK WITH STUDENTS.

1. Provides professional expertise collaboratively. N/O 1 2 3 4 5
2. Interprets information and ideas effectively. N/O 1 2 3 4 5
3. Advocates for students. N/O 1 2 3 4 5

ADD SCORES _____

ROLE AVERAGE _____

ROLE 5: COORDINATION

A. COORDINATES WITH SCHOOL AND COMMUNITY PERSONNEL TO BRING TOGETHER RESOURCES FOR STUDENTS.

1. Maintains a communication system that effectively collects and disseminates information about students to other professionals as appropriate. N/O 1 2 3 4 5
2. Develops and maintains positive working relationships with other school professionals. N/O 1 2 3 4 5
3. Develops and maintains positive working relationships with representatives of community resources. N/O 1 2 3 4 5

ADD SCORES _____

B. USES AN EFFECTIVE REFERRAL PROCESS FOR ASSISTING STUDENTS AND OTHERS TO USE SPECIAL PROGRAMS AND SERVICES.

1. Accurately assesses students' and their families' needs for referral. N/O 1 2 3 4 5
2. Participates actively in the process for referral of students to school/district special programs and/or services. N/O 1 2 3 4 5
3. Uses an effective referral process for assisting students and others to use community agencies and services. N/O 1 2 3 4 5

ADD SCORES _____

ROLE AVERAGE: _____

ROLE 6: ASSESSMENT

A. PARTICIPATES IN THE PLANNING AND EVALUATION OF THE SCHOOL GROUP STANDARDIZED TESTING PROGRAM.

1. Is knowledgeable in the principles of testing and measurement which underlie standardized testing program development. N/O 1 2 3 4 5

2. Collaborates in the planning and evaluation of the group standardized testing program. N/O 1 2 3 4 5

ADD SCORES _____

B. INTERPRETS TEST AND OTHER APPRAISAL RESULTS APPROPRIATELY.

1. Correctly applies principles of test and measurement to test and other appraisal results interpretation. N/O 1 2 3 4 5

2. Interprets test and other appraisal results to school personnel. N/O 1 2 3 4 5

3. Interprets test and other appraisal results to students and their parents. N/O 1 2 3 4 5

4. Uses other sources of student data as assessment tools for the purpose of educational planning. N/O 1 2 3 4 5

5. Maintains the confidentiality of student assessment. N/O 1 2 3 4 5

6. Ensures that the uses of student records are for the benefit of students and personnel working with those students. N/O 1 2 3 4 5

ROLE 7: PROFESSIONALISM

A. ADHERES TO ETHICAL AND LEGAL STANDARDS

1. Observes ethical standards of the Texas and the American School Counselor Association. N/O 1 2 3 4 5

2. Observes relevant legal standards. N/O 1 2 3 4 5

ADD SCORES _____

B. ADHERES TO PROFESSIONAL DISTRICT STANDARDS

1.	Pursues continuous professional growth and development.	N/O 1 2 3 4 5
2.	Keeps abreast of current and innovative procedures and practices in the fields of guidance and counseling and in education.	N/O 1 2 3 4 5
3.	Selects counselor interventions appropriate to students' issues and circumstances.	N/O 1 2 3 4 5
4.	Creates an atmosphere in which confidence, understanding and respect result in a helping relationship.	N/O 1 2 3 4 5
5.	Maintains positive working relationships with other counselors.	N/O 1 2 3 4 5
6.	Maintains professional records.	N/O 1 2 3 4 5
7.	Respects the integrity of the student.	N/O 1 2 3 4 5

ADD SCORES _____

ROLE AVERAGE _____

WORKSHEET FOR FIGURING FINAL EVALUATION RATING

ROLE	AVERAGE SCORE
PROGRAM MANAGEMENT	
GUIDANCE	
COUNSELING	
CONSULTATION	
COORDINATION	
ASSESSMENT	
PROFESSIONALISM	
ADD SEVEN ROLE SCORES	
DIVIDE BY SEVEN TO OBTAIN OVERALL RATING	

SUMMARY EVALUATION

For this evaluation period, the overall appraisal of this counselor's performance is given below. It reflects an average of the ratings of the roles, and indicators.

_____	4.5-5.0	Performance is clearly outstanding.
_____	3.5-4.49	Performance consistently exceeds standards.
_____	2.5-3.49	Performance consistently meets standards.
_____	1.5-2.49	Performance is below expectations; consultation is required; and improvement is needed in specific areas.
_____	1.0-1.49	Performance is unsatisfactory or lacking, and little or no improvement has resulted from consultation.

EVALUATOR'S SIGNATURE TITLE DATE

I have discussed this evaluation with the evaluator and have received a copy. If I do not agree with this evaluation, I understand that I may submit a letter in duplicate stating my position. A copy is to be retained by the evaluator and the original is to be given to the Director of Personnel/Human Resources to be placed in my personnel file.

COUNSELOR'S SIGNATURE DATE

PROFESSIONAL SCHOOL COUNSELOR
JOB DESCRIPTION

ROLE 1: PROGRAM MANAGEMENT

A. PLANS, IMPLEMENTS, AND EVALUATES A DEVELOPMENTAL PROGRAM OF GUIDANCE, INCLUDING COUNSELING SERVICES.

1. Uses a planning process to define needs, priorities and program objectives.
2. Implements a developmental and balanced program.
3. Evaluates the effectiveness of individual activities and the overall program in meeting desired student outcomes.
4. Educates the school staff, parents and the community about the guidance program through a public information program.

ROLE 2: GUIDANCE

A. TEACHES THE SCHOOL DEVELOPMENTAL GUIDANCE CURRICULUM.

1. Outlines, in writing, a campus guidance curriculum consistent with the district's guidance program plan and tailored to campus needs.
2. Teaches guidance units effectively.

B. ASSISTS TEACHERS IN THE TEACHING OF GUIDANCE RELATED CURRICULUM.

1. Consults with administrators and teachers regarding the teacher's areas of responsibility in teaching the developmental guidance curriculum.
2. Supports teachers in teaching "essential knowledge and skills" identified in the SBOE Rules for Curriculum which are guidance-related.

C. GUIDES INDIVIDUALS AND GROUPS OF STUDENTS THROUGH THE DEVELOPMENT OF EDUCATIONAL PLANS AND CAREER AWARENESS.

1. Involves students in personalized educational and career awareness.
2. Presents relevant information accurately and without bias.

ROLE 3: COUNSELING

A. COUNSELS INDIVIDUAL STUDENTS WITH PRESENTING NEEDS/CONCERNS.

1. Provides counseling systematically.
2. Responds to students individually.

B. COUNSELS SMALL GROUPS OF STUDENTS WITH PRESENTING NEEDS/CONCERNS.

1. Provides counseling in groups as appropriate.
2. Provides group counseling systematically.

C. USES ACCEPTED THEORIES AND TECHNIQUES APPROPRIATE TO SCHOOL COUNSELING.

1. Uses accepted theories.
2. Uses effective techniques.

ROLE 4: CONSULTATION

A. CONSULTS WITH PARENTS, TEACHERS, ADMINISTRATORS AND OTHER RELEVANT INDIVIDUALS TO ENHANCE THEIR WORK WITH STUDENTS.

1. Provides professional expertise collaboratively.
2. Interprets information and ideas effectively.
3. Advocates for students.

ROLE 5: COORDINATION

A. COORDINATES WITH SCHOOL AND COMMUNITY PERSONNEL TO BRING TOGETHER RESOURCES FOR STUDENTS.

1. Maintains a communication system that effectively collects and disseminates information about students to other professionals as appropriate.
2. Develops and maintains positive working relationships with other school professionals.
3. Develops and maintains positive working relationships with representatives of community resources.

B. USES AN EFFECTIVE REFERRAL PROCESS FOR ASSISTING STUDENTS AND OTHERS TO USE SPECIAL PROGRAMS AND SERVICES.

1. Accurately assesses students' and their families' needs for referral.
2. Participates actively in the process for referral of students to school/district special programs and/or services.
3. Uses an effective referral process for assisting students and others to use community agencies and services.

ROLE 6: ASSESSMENT

A. PARTICIPATES IN THE PLANNING AND EVALUATION OF THE SCHOOL GROUP STANDARDIZED TESTING PROGRAM.

1. Is knowledgeable in the principles of testing and measurement which underlie standardized testing program development.
2. Collaborates in the planning and evaluation of the group standardized testing program.

B. INTERPRETS TEST AND OTHER APPRAISAL RESULTS APPROPRIATELY.

1. Correctly applies principles of test and measurement to test and other appraisal results interpretation.
3. Interprets test and other appraisal results to school personnel.
4. Interprets test and other appraisal results to students and their parents.
5. Uses other sources of student data in assessment tools for the purpose of educational planning.
6. Maintains the confidentiality of student assessment.
7. Ensures that the uses of student records are for the benefit of students and personnel working with those students.

ROLE 7: PROFESSIONALISM

A. ADHERES TO ETHICAL AND LEGAL STANDARDS.

1. Observes ethical standards of the Texas and the American School Counselor Association.
2. Observes relevant legal standards.

B. ADHERES TO PROFESSIONAL DISTRICT STANDARDS

1. Pursues continuous professional growth and development.
2. Keeps abreast of current and innovative procedures and practices in the fields of guidance and counseling and in education.
3. Selects counselor interventions appropriate to students' issues and circumstances.
4. Creates an atmosphere in which confidence, understanding and respect result in a helping relationship.
5. Maintains positive working relationships with other counselors.
6. Maintains professional records.
7. Respects the integrity of the student.

Staff Assignments

While the program must be defined and organized to meet the identified needs of students and the established goals of the program, the assignments of the program staff also must be appropriately defined and organized. Although school counselors have the primary responsibility for delivery of the Texas Developmental Guidance and Counseling Program, full program implementation calls for employing a wide range of categories of staff and distinguishing between their roles. Organizing the staffing patterns and defining their organizational relationships are also required.

Staff categories. The personnel resources available to a campus or district guidance program vary with the size of the district and the school/district's commitment to the guidance program. Professional, paraprofessional, and volunteers from the school guidance department, the school staff, and the district and community are used.

Guidance Department:

- Counselors may be chosen to conduct their roles comprehensively (i.e., to fulfill all roles for the counselees in their group assignments). Specialist counselors may also be assigned to carry out special program assignments or to serve special student groups. Special program assignments include guidance department leadership, crisis team, and building test coordination. Special group assignments include students in compensatory education, special education, career and technology education, and substance abuse prevention programs.
- Paraprofessional support personnel are needed to fully implement the Texas Developmental Guidance and Counseling Program and include aides in counseling, registrar, career center technicians, and data processing clerks.

School staff:

- Administrators perform in several roles that are related to, if not a part of, the guidance program: provision of responsive services to students who are having behavior or other problems; referral of students for counseling; provision of system support to the program; and the counseling staff/administration of functions which link to guidance activities (e.g., scheduling, testing program coordination).
- Teachers may perform such guidance functions as the teaching guidance curriculum, advising in the individual planning system, and referring students for counseling.

District staff:

- Guidance department administrators and supervisors lead and assist in developmental guidance and counseling program planning, design, implementation, and evaluation; and in the provision of staff development activities for performance improvement through supervision, evaluation, and in-service training of campus guidance staff. They are responsible for materials development and resource expansion by the district.
- Psychological services personnel coordinate and collaborate with counselors to ensure continuity of services for students with special, psychological needs.
- Other personnel such as community volunteers include parents and business community representatives who are invited and commit to augmenting the guidance program staff. Examples of their contributions include making career development related presentations to students, providing clerical assistance, and participating on advisory committees.

Competence. The roles that various people carry out in developmental guidance and counseling program implementation must be specifically defined. Roles and responsibilities should be appropriate to the individuals' background, training, and competence; for example, guidance department heads should be trained in supervision of school counselors.

Personnel without school counselor certification should be trained to carry out their roles in the developmental guidance and counseling program, e.g., teachers trained to be advisors, community representatives trained to be school speakers, and parent volunteers trained in tasks and parameters of their jobs. They should also be schooled regarding the needs of students.

Personnel without school counselor certification should not be used in place of certified professional school counselors, but rather to augment the services provided by the counselors. All personnel assisting in the delivery of the guidance program should adhere to the ethical and legal standards of the counseling profession. Key standards are those regarding students' and parents' rights and confidentiality.

Special certification is needed for some assignments, e.g., career and technology and special education counselors, visiting teachers, and job placement coordinators. Special training is needed for others, e.g., supervision training for guidance department heads, crisis intervention training for crisis team members, and training for drop-out and substance abuse counselors.

Staffing patterns. Staff load and/or special program responsibility assignments for individual staff members need to be:

- supported by a rationale appropriate to student and community needs, and to campus guidance program goals and objectives
- appropriate to each counselor's or staff member's program responsibilities
- appropriate to each counselor's or staff member's training, background, and area of specialization

Organizational relationships. The guidance department has primary responsibility to implement the Texas *Developmental Guidance and Counseling Program* the local board of education adopts as policy. Personnel without school counselor certification who are active in the program should be supervised by the professional school counselors.

Within the professional school counseling staff, organizational relationships should be clearly spelled out. Those with special responsibilities should be clearly identified. The guidance department head should be delegated the authority needed to supervise the counseling and total guidance department staff.

Mechanisms which facilitate communications between the various members of the guidance program staff need to be employed; for example, regular staff meetings should be held.

Counselor-to-Student Ratios

The effectiveness of the developmental guidance and counseling program is directly related to the counselor-to-student ratio within the program. The number of counselors needed to staff the program is dependent on the students' and community's needs and on the goals and design of the local program. Conversely, the program should be designed to make optimal use of the personnel available, but it cannot be expected to do more than that. The ratios should be sufficiently low to meet the identified, high priority needs of the students and the school community.

It is clear that the larger the counselor's student load, the less individual attention students receive; the smaller the student load, the more individual attention is allowed for. If the district or campus staff identifies high priority needs of students who require individual or small group attention, the adopted ratio must reflect that. For example, if a high school program deems it necessary to hold individual conferences to facilitate students' individual planning, a ratio of 1:300 might be necessary. The number of students in a counselor's student load who have intensified needs for responsive services dictates lower ratios. Among others, such special needs populations include students who are educationally disadvantaged, physically/emotionally disabled, highly mobile, economically disadvantaged, and/or migrant.

Ratio recommendations are wide ranging. The American School Counselor Association recommends an ideal ratio of 1:100 and a maximum ratio of 1:300. The Texas School Counselor Association, Texas Association of Secondary School Principals, and the Texas Elementary Principals and Supervisors Association have recommended ratios of 1:350. In Section V of this guide, a process for determining realistic program expectations from a given ratio is provided.

SECTION IV

The Scope and Sequence of a Guidance Curriculum

The Scope of the Guidance Curriculum

As defined in the developmental guidance and counseling program model (Section II), the purpose of the guidance curriculum is to systematically assist students to develop the skills they need to enhance their personal, social, educational, and career development. The local guidance curriculum should be designed to help students acquire age-appropriate knowledge and skills within the scope of the following content areas:

- Self-confidence development
- Motivation to achieve
- Decision-making, goal-setting, planning, and problem-solving skills
- Interpersonal effectiveness
- Communication skills
- Cross-cultural effectiveness
- Responsible behavior

Implementing a Guidance Curriculum

Full implementation of a guidance curriculum requires a partnership between counselors and teachers. Guidance may be implemented as a separate subject area as in a specific course, such as "Career Investigation" at the middle/junior high school level or be infused throughout the rest of the instructional disciplines. Many guidance curriculum objectives relate to those already expressed in the "Texas Essential Knowledge and Skills (TEKS)," outlined in Chapters 110-127 of the Texas Administrative Code..

The Sequence of a Guidance Curriculum

Development of a curriculum sequence entails specifying age-appropriate learnings within each of the content areas by identifying the following:

1. learning GOALS within each content area;
2. indicators of age-appropriate COMPETENCY development within each goal for grade-spans or for school levels;
3. EXPECTED RESULTS for student attainment for each grade level; and
4. OBJECTIVES for each guidance instructional activity.

An illustrative example:

CONTENT AREA:
Responsible behavior.

GOAL:
Students will take responsibility for their own behaviors.

COMPETENCY INDICATOR:
In grades 10-12, students will analyze the consequences of unacceptable/irresponsible behavior.

EXPECTED RESULTS:
Students in grade 10 will identify recurrent irresponsible behaviors prevalent on their campus and the consequences associated with each.

OBJECTIVE:
Each student will list the five irresponsible behaviors that he/she is most prone to and the specific school-related consequences of each.

For the content areas of the Texas Guidance Curriculum, goals and competency indicators are presented for each of the following grade spans:

Grades Pre-Kindergarten—Kindergarten
Grades 1 - 3
Grades 4 - 6
Grades 7 - 9
Grades 10 - 12

The competency indicators are based on developmental theory and counselors' experience, and are geared toward helping students in the grade spans move through various continuum: from knowledge through analysis or evaluation, from awareness through application, from interest to appreciation. If, however, students have mastered a competency prior to the grade span or do not master it during that time, adjustments in the curriculum should be made.

Appropriate grade level EXPECTED RESULTS for campus or district curricula will vary depending on the needs and resources of each setting, as will the OBJECTIVES for specific activities. It is imperative that activities are designed and materials are used that are relevant within the school community served.

CHART 3

Guidance Content Areas and Skill Levels

Awareness:
With information and knowledge provided from the educational, career, and social environments, students form perceptions of their relationship to the environments.

Skills Development:
From the information and knowledge acquired through the awareness phase, students develop the skills to identify the responsibilities and behaviors appropriate to functioning effectively in each of the environments.

Application:
With their developed skills, students demonstrate the ability to handle the demands of the three environments and achieve success toward reaching their goals.

Self-confidence Development
- Have accurate self-concepts
- Value their uniqueness
- Manage their feelings

Motivation to Achieve
- Develop their own academic potential
- Take advantage of educational opportunities
- Identify career opportunities that will allow them to fulfill their potential

Decision-making, Goal-setting, Planning, Problem-solving Skills
- Make decisions
- Make plans
- Set goals
- Gather information
- Solve problems
- Manage change

Interpersonal Effectiveness
- Respect others
- Relate well with others
- Participate effectively in groups
- Develop healthy friendships

Communication Skills
- Understand basic communication skills
- Express themselves
- Listen to others

Cross-cultural Effectiveness
- Appreciate their own culture
- Respect others as individuals and accept them for their cultural membership
- Relate effectively with others based on appreciation for differences

Responsible Behavior
- Behave responsibly
- Take responsibility for own behaviors
- Be self-disciplined

Content Areas and Competency Indicators For Each Grade Span

Grades Pre-Kindergarten - Kindergarten

Self-confidence Development

- Have accurate self-concepts
  - become aware of some of their personal traits
  - describe themselves physically

- Appreciate their uniqueness
  - identify likenesses/differences between themselves and others
  - describe what makes them feel good about themselves

- Manage their feelings
  - identify their feelings
  - become aware of why managing their feelings is important

Motivation to Achieve

- Develop their own academic potential
  - become aware of what learning is and that they are learners
  - become aware of what benefits are derived from learning
  - become aware of their learning interests; describe learning that they enjoy most
  - participate in the school setting in a positive/active way

- Take advantage of the educational opportunities afforded them in elementary and secondary school
  - become aware of the skills and attitudes needed to achieve in school
  - describe the school and the adults who are there to help them
  - participate in school activities

- Recognize careers that will allow them to fulfill their potential
  - describe a job they might want to do "when they grow up"

- Develop their leadership skills
  - take turns as class leaders

Decision-making, Goal-setting, Planning, Problem-solving Skills

- Make decisions
  - become aware of the choices they make
  - realize the difficulty of choosing between two desirable alternatives

- Develop a plan of action
  - participate in daily planning
  - become aware of the need to use time effectively

- Set goals
  - become aware that people set goals

- Gather information
  - become aware of different jobs/workers and their contributions to society

- Solve problems
  - define "problem"
  - identify problems

- Manage change
  - describe how they are different this year

- Manage the transitions from one school level to the next
  - describe how their present school environment differs from the one they were in previously
  - describe how the people who are available can help them when needed

Interpersonal Effectiveness

- Respect others
  - become aware that others have feelings
  - become aware of how others are similar to/different from themselves
  - demonstrate caring for others

- Relate well with others
  - become aware of their own responsibilities in working with others
  - become aware of how they can demonstrate respect and/or caring for others
  - describe their work and play relationships with others

- Maintain their personal integrity while participating in groups
  - express their wants and needs
  - identify when they are part of a group

- Develop healthy friendships
  - describe characteristics in themselves that enable them to be a good friend
  - describe characteristics of others they enjoy being with

- Function effectively as group members
  - become aware of how people in a group work together
  - take part in making group rules
  - become aware of their responsibilities in the family, school, and community

Communication Skills

- Understand basic communication skills
  - recognize that they listen to and speak with a variety of people

- Express themselves
  - verbalize ideas, thoughts and feelings
  - express their feelings appropriately
  - make positive statements to/about others

- Listen to others
  - become aware of the need to be a good listener
  - recognize that others may communicate differently than they do
  - listen to others and repeat their ideas

Cross-cultural Effectiveness

- Appreciate their own culture
  - express pride in their families

- Respect others as individuals and accept them for their cultural membership
  - recognize that there are different languages

- Relate effectively with others based on appreciation for differences/similarities in cultural membership
  - become aware of the meaning of cultural backgrounds
  - become aware that friends may have different/similar cultural backgrounds

- Realize how stereotyping affects them and their relationships with others
  - become aware of the meaning of stereotyping

Responsible Behavior

- Behave responsibly
  - behave appropriately in the various school settings
  - become aware of school/classroom rules
  - be able to follow rules and directions and complete tasks
  - describe areas in school in which they are self-sufficient and in which they are not

- Take responsibility for their own behaviors
  - identify their own behaviors
  - accept rewards and consequences for their behavior

- Be self-disciplined
  - know and follow the rules

Grades 1 - 3

Self-confidence Development

- Have accurate self-concepts
  - become aware of the importance of liking themselves
  - describe themselves physically, emotionally and intellectually
  - identify some of their strengths and limitations
  - become aware of their personal traits and characteristics that contribute to the uniqueness of each individual
  - identify their beliefs

- Appreciate their uniqueness
  - analyze how they feel about their own personal characteristics
  - demonstrate a positive attitude about themselves
  - discuss individual rights and privileges

- Manage their feelings
  - recognize their feelings while they experience them
  - describe why it is important to take care of their emotions
  - become aware of how they manage their feelings

Motivation to Achieve

- Develop their own academic potential
  - explain the benefits they derive from learning
  - become aware of the relationship between learning and effort
  - identify the subject they like/dislike and in which they do well/do poorly
  - become aware of how their interests and beliefs help motivate them in the school setting
  - describe what is important/not important to them in school
  - become aware of the various kinds of tests they take and how the test results can help them set educational goals
  - become aware that success and disappointment are a normal part of life and learning (and that we can learn from our mistakes)

- Take advantage of the educational opportunities afforded them in elementary and secondary school
  - explain their likes and dislikes about school
  - become aware of the influence of school on all aspects of their lives
  - feel satisfaction from their school achievement
  - become aware of the school as both a work setting and a place of academic learning and of the relationship between education and work
  - become aware that performance in school related to performance in adult roles

- Recognize careers that will allow them to fulfill their potential
  - recognize a variety of jobs that people do in their school/community
  - describe their responsibilities at home and which tasks they prefer

- Develop their leadership skills
  - describe the responsibilities of identified school/community leaders
  - identify group rules

Decision-making, Goal-setting, Planning, Problem-solving Skills

- Make decisions
  - describe the steps in a decision making process
  - describe the ways they make decisions
  - become aware that some decisions are changeable, some are not
  - become aware that some choices are made for them and some they make for themselves

- Develop a plan of action
  - describe the steps in a planning process
  - describe some of the planning they do
  - develop plans for specific activities
  - explain that achieving goals requires planning
  - understand the importance of planning and preparing for their future careers in the world of work
  - become aware of different methods for using time effectively

- Set goals
  - describe the steps in a goal-setting process
  - state some personal goals
  - identify ways they contribute to class goals

- Gather information
  - become aware of the world of work and its components
  - become aware of the relationship between their personal attributes and the process of choosing a career
  - become aware of quality of life and its components; identify the quality of life components most important to them

- Solve problems
  - identify a problem in an uncomfortable situation and describe how they can contribute possible solutions
  - become aware that to solve problems effectively a systematic process is used/can be used
  - demonstrate understanding of stress and conflict and ways of managing these feelings/situations

- Manage change
  - summarize what they can/cannot control in their lives
  - identify changes that have occurred in themselves

- Manage the transitions from one school level to the next
  - find strategies for feeling secure in a new class or school group
  - become aware of changes that will occur as they continue through school

Interpersonal Effectiveness

- Respect others
  - identify traits and behaviors admired in others
  - describe how they demonstrate respect for others
  - identify benefits from diversity among people

- Relate well with others
  - acquire skills needed to cooperate, compete, and compromise with others
  - consider and respect others
  - understand "fair play"
  - express positive attitudes toward social involvement
  - become aware of how people help each other feel good about themselves

- Maintain their personal integrity while participating in groups
  - identify sources and effects of peer pressure
  - describe some things that are important to their peers

- Develop healthy friendships
  - describe the processes involved in making and keeping friends
  - identify persons they care about
  - analyze what is important to persons they care about and why it is important to them

- Function effectively as group members
  - become aware of the groups to which they belong and other groups that are available to them
  - become aware that groups have "norms"/expectations of their members
  - identify characteristics of different groups
  - become aware of their abilities and motivations as members of groups
  - become aware of the skills needed for effective participation in a group

Communication Skills

- Understand basic communication skills
  - describe listening and speaking skills that allow them to understand others and others to understand them
  - become aware that good communication skills help people work well together

- Express themselves
  - identify ways individuals express feelings
  - describe ways to express the need for help
  - become aware that independent views can be expressed in an acceptable manner
  - speak appropriately

- Listen to others
  - become aware of and accept/tolerate opinions of others in group discussions
  - listen attentively

Cross-cultural Effectiveness

- Appreciate their own culture
  - become aware that happiness can come from feeling secure in their own family and cultural group
  - feel pride in their own culture
  - recognize the traditions/beliefs of their culture

- Respect others as individuals and accept them for their cultural membership
  - respects others as unique individuals
  - demonstrate awareness of others' cultural membership
  - become aware that others are both individuals and members of cultural groups
  - become aware of customs and expectations of others' cultures

- Relate effectively with others based on appreciation for differences/similarities in cultural membership
  - be aware of the differences/similarities between their own culture and that of others
  - demonstrate appreciation for the culture of others

- Evaluate how stereotyping affects them and their relationships with others
  - become aware of the meaning of stereotypes
  - describe prejudicial actions that they have seen

Responsible Behavior

Responsible Behavior

- Behave responsibly
  - know the school rules
  - understand that school rules are to provide order to enhance the learning environment for everyone
  - become aware of the differences between acceptable and unacceptable social behaviors in the various school settings
  - become aware of their responsibilities in school
  - become aware of their feelings concerning the school rules
  - use knowledge of school rules and expectations when faced with choices which could interfere with learning

- Take responsibility for their own behaviors
  - explore the relationship between rules of conduct and their responsibilities to themselves and others
  - use behaviors which demonstrate respect for the feelings, property, and interests of others
  - describe the relationship between behaviors and good/bad consequences

- Be self-disciplined
  - describe situations where they have no control, some control, or almost total control over themselves

Grades 4 - 6

Self-confidence Development

- Have accurate self-concepts
  - demonstrate awareness of what contributes to an accurate self-concept
  - describe their strengths and limitations
  - describe the information they receive about themselves from standardized measures of achievement, ability, and/or interest
  - review information and their feelings about themselves and determine whether they think their concept of themselves is accurate
  - demonstrate understanding of how their school performance contributes to their self-concept
  - analyze how their relationships with others have affected/affect their self-concept
  - become aware of some of their beliefs and describe how they contribute to their self-concept

- Appreciate their uniqueness
  - demonstrate understanding that having positive feelings of their self-worth is important
  - demonstrate awareness of their own feelings as unique and worthy people
  - demonstrate awareness of their feelings as unique and worthy people
  - describe ways they are similar to and different from others
  - describe ways of their personal standards
  - demonstrate understanding of how their personal uniqueness is affected by the educational environment

- Manage their feelings
  - demonstrate awareness of their feelings in various situations
  - demonstrate skills for handling emotions
  - express anger appropriately
  - identify the experiences that create strong feelings
  - become aware of the need to have time for themselves
  - understand ways they manage their feelings
  - identify the situations where managing their feelings is difficult

Motivation to Achieve

- Develop their own academic potential
  - explain the benefits they derive from learning
  - relate their learning abilities to the subjects they are studying
  - assume responsibility for their own learning
  - demonstrate understanding of the importance of giving maximum effort in school
  - become aware that success and failure are parts of life and learning
  - identify the subject matter which they like/dislike and in which they do well/do poorly
  - apply methods for using motivation and interest for the purpose of modifying weaknesses and limitations while maintaining and improving strengths
  - express pride in their academic accomplishments
  - [illegible]
  - [illegible]

- Take advantage of the educational opportunities afforded them in elementary and secondary school
  - describe good study skills/habits which contribute to success in school
  - identify ways they may handle sources of school frustration
  - demonstrate awareness of the importance of educational achievement to career opportunities
  - identify educational opportunities available to them in middle/junior high school
  - identify school subject matter as related to potential careers

- Recognize careers that will allow them to fulfill their potential
  - become aware that school is part of the preparation for a potential career
  - identify the importance of all work that contributes to society
  - demonstrate understanding of the traditional work ethic
  - demonstrate awareness of the relationship of leisure time activities, work, and education
  - describe their quality of life and factors that influence those qualities of life

- Develop their leadership skills
  - describe the qualities of people they perceive to be effective leaders
  - recognize their leadership skills and qualities and those of others
  - describe the components of being responsible

Decision-making, Goal-setting, Planning, Problem-solving Skills

- Make decisions
  - define and explain the importance of each of the steps in the decision-making process
  - analyze their own skills for making personal and educational decisions
  - describe how their beliefs contribute to their decisions
  - describe the skills necessary for making decisions and choosing alternatives in planning for and pursuing educational and tentative career goals

- Develop a plan of action
  - define and explain the importance of each of the steps in the planning process
  - describe how their beliefs contribute to their planning
  - describe how planning enhances their lives
  - identify the need for organization and time management skills
  - understand the importance of planning and preparing for potential careers in the world of work

- Set goals
  - define and explain the importance of each of the steps in the goal-setting process
  - demonstrate understanding of the skills needed for goal-setting; construct some personal goals
  - describe how their beliefs contribute to their goals
  - distinguish between short-, intermediate-, and long-term goals

- Gather information
  - demonstrate understanding of the purpose and value of work
  - [illegible] information that will assist them in

- Solve problems
  - demonstrate understanding of the use of a problem-solving process
  - demonstrate understanding of their own strategies for problem-solving
  - describe appropriate methods for managing stress

- Manage change
  - analyze ways they have/do not have control over their environment
  - identify ways they have control over themselves and their quality of life
  - demonstrate understanding of changes that have occurred in themselves and in their peers
  - demonstrate understanding of changes that have occurred in their environment

- Manage the transitions from one school level to the next
  - analyze their thoughts and feelings about the transition to middle school/junior high
  - analyze the changes they make in adapting to the makeup of the new educational environment
  - identify how the people who are available can help them when needed

Interpersonal Effectiveness

- Respect others
  - become aware that each individual is unique
  - demonstrate understanding that similarities and differences among people are valuable
  - evaluate traits and behaviors admired in others
  - demonstrate understanding of a variety of ways to solve conflicts with others
  - speak respectfully to adults and peers
  - respect others' ideas/opinions/feelings

- Relate well with others
  - specify characteristics in others they like/dislike, appreciate/do not appreciate
  - recognize how their actions affect others' feelings
  - analyze the importance of helping others/being helped by others
  - become aware of the skills needed for effective functioning in the home, community, and school
  - demonstrate understanding of the importance of cooperation
  - demonstrate understanding of the different ways they interact with peers and adults in different settings
  - analyze the advantages and disadvantages of working together with others in school and at work
  - analyze the similarities and differences between cooperation and competition
  - offer/accept helpful criticism

- Maintain their personal integrity while participating in groups
  - demonstrate the ability to function effectively in groups without loss of personal integrity
  - demonstrate understanding that peer pressure influences them positively/negatively

- Develop healthy friendships
  - choose friends consistent with personal belief standards
  - distinguish between the characteristics of close friends and those persons who are not close friends
  - demonstrate understanding that, as they meet more people, they develop new friendships
  - analyze the skills needed to make and keep friends while maintaining their own standards

- Function effectively as group members
  - describe how people depend on each other to fulfill their needs
  - identify their own needs for group affiliation
  - differentiate between the types of groups of which they are members
  - become aware of the independence and interdependence of the groups of which they are members
  - become aware of their contributions to their groups

Communication Skills

- Understand basic communication skills
  - list and define/describe the basic communication skills
  - analyze how communication skills affect their relationships with others
  - be aware of non-verbal communication

- Express themselves
  - use effective communications skills to manage peer pressure
  - express their feelings clearly and appropriately
  - demonstrate understanding that independent views can be expressed in an acceptable way
  - analyze how what they say affects others' actions and feelings
  - express themselves honestly
  - speak clearly and to the point
  - express feelings and opinions without offending others

- Listen to others
  - become aware of the differences in the way one listens to and speaks with friends as contrasted with those who are not close friends
  - demonstrate concern and respect for the feelings, interests and opinions of others
  - distinguish between thoughts and feelings of others
  - analyze how what others say affects their actions and feelings
  - respect others' opinions

Cross-cultural Effectiveness

- Appreciate their own culture
  - identify the groups to which they belong because of their background, their family, and their heritage
  - identify the cultural practices their families appreciate and how they affect their feelings of self-worth
  - discuss their own culture openly and honestly with others
  - describe their own culture's customs and expectations

- Respect others as individuals and accept them for their cultural membership
  - become aware that cultural heritages and traditions differ
  - respect others' cultures by referring to their culture appropriately
  - become aware that others are both individuals and members of cultural groups

- Relate effectively with others based on appreciation for differences/similarities in cultural membership
  - discuss similarities/differences among various cultural groups
  - be aware of conflicts resulting from culture-related beliefs and biases
  - become aware of how understanding/appreciating differences of heritage help their and others' self-concepts and social relationships
  - discuss how cultural differences among people relate to the uniqueness of individuals and the enrichment of the total group

- Evaluate how stereotyping affects them and their relationships with others
  - be aware that they should develop criteria for when to generalize and when not to
  - become aware of reasons why stereotypes are attached to groups and why this represents faulty logic
  - understand how prejudicial actions that they have seen are hurtful to individuals
  - become aware of stereotypes that are prevalent in society

Responsible Behavior

- Behave responsibly
  - adhere to class and school behavioral expectations

- Take responsibility for their own behaviors
  - demonstrate consideration and respect for the feelings, property, and physical well-being of others
  - become aware that their beliefs affect their behaviors
  - identify personal behavioral beliefs and those of their basic groups
  - identify behaviors that illustrate respect for themselves and for others
  - identify and demonstrate social behaviors which encourage acceptance by others
  - describe how emotions affect their behavior
  - recognize that judgments are made on their behaviors and attitudes

- Be self-disciplined
  - maintain control over themselves
  - demonstrate personal behavior that recognizes human worth and dignity in relating to others
  - become aware of situations that produce a variety of behaviors

Grades 7 - 9

Self-confidence Development

- Have accurate self-concepts
  - evaluate their progress toward the development of an accurate self-concept
  - use self-appraisal skills
  - describe how the way they manage school/learning is an expression of self concept
  - identify personal learning style

- Appreciate their uniqueness
  - acknowledge, accept, and appreciate uniqueness in themselves
  - analyze what contributes to their feelings of self-worth
  - analyze their personal standards
  - identify their work beliefs
  - describe methods they use in caring for their physical, intellectual, and emotional health
  - distinguish between things that are helpful and those that are harmful to their physical, intellectual, and emotional health

- Manage their feelings
  - describe the benefits of expressing their feelings to an adult
  - describe the benefits they derive from taking time for themselves
  - analyze how they manage their feelings

Motivation to Achieve

- Develop their own academic potential
  - analyze what contributes to their feelings of competence and confidence
  - analyze the impact on their school performance of their preferred learning style, their study skills, and habits
  - analyze the benefits they derive from learning
  - analyze how their current educational performance will enhance/hinder their achieving desired goals
  - express the importance of developing their academic potential
  - understand the attitudes necessary for success in work and learning

- Take advantage of the educational opportunities afforded them in elementary and secondary school
  - identify the school's graduation requirements
  - describe which of the opportunities available to them in the high school is important to them
  - describe the variety of opportunities available to them in the school setting
  - analyze the relationship between educational achievement to potential career opportunities
  - predict how they will use knowledge from certain subjects in future life and work experiences

- Recognize careers that will allow them to fulfill their potential
  - describe the importance of basic skills for achieving desired lifestyle, standard of living, and occupational choices
  - analyze past achievements in relation to possible career choices
  - describe the process of career exploration and planning
  - identify how their personal interests match with/are expressed through hobbies, extracurricular activities, initial work experiences, and career choices
  - analyze society's attitudes and beliefs toward work and their own attitudes and beliefs toward work

- Develop their leadership skills
  - analyze their leadership skills and qualities
  - analyze when they take/do not take responsibility

Decision-making, Goal-setting, Planning, Problem-solving Skills

- Make decisions
  - analyze the importance of each of the steps in the decision-making process
  - evaluate their skills for making decisions
  - analyze how past decisions influence present decisions and project how present decisions will influence future decisions
  - accept responsibility for decisions they have made and analyze the consequences
  - demonstrate understanding of the concept of risk and risk-taking
  - demonstrate having the skills necessary for making decisions and choosing alternatives in planning for and pursuing educational and tentative career goals

- Develop a plan of action
  - analyze the importance of the steps in the planning process
  - evaluate their skills in using a planning process
  - analyze the impact planning/lack of planning has had on their lives
  - assess the results of some previously implemented plans
  - analyze their time management skills and ways to improve them

- Set goals
  - demonstrate the ability to set priorities
  - analyze goals they have previously set
  - analyze the consequences of consistently setting realistic/unrealistic goals
  - describe what they envision as their preferred quality of life
  - set some personal short- and long-term goals
  - describe the importance of integrating their belief system into the goal-setting process

- Gather information
  - analyze the information they have about themselves that is relevant to educational and career decision-making and planning
  - demonstrate having skills for locating, understanding, and using career information
  - research potential careers
  - demonstrate conceptual understanding of the work world
  - demonstrate understanding of factors which constitute the work world
  - identify various education/training routes which lead to the work world

- Solve problems
  - analyze the importance of each of the steps in a problem-solving process
  - expand their capacity to generate alternatives for solving problems
  - analyze how they manage stress

- Manage change
  - analyze how life's roles, settings, and events impact their quality of life
  - identify internal/external factors which have caused their beliefs, interests and capabilities to change
  - explain the interrelatedness of personal and environmental changes
  - demonstrate understanding that the future work world may be much different than the present one
  - demonstrate understanding that a changing world demands life-long learning

- Manage the transitions from one school level to the next
  - analyze/evaluate how changes in the school environment have affected them
  - describe how the people who are available can help them when needed
  - explain how they have adjusted/adapted to the high school without giving up their belief standards
  - analyze how they are managing the transition to high school

Interpersonal Effectiveness

- Respect others
  - appreciate uniqueness in others
  - analyze how differences among people contribute to a richer environment

- Relate well with others
  - understand how to assess relationships
  - demonstrate the ability to get along with a variety of people
  - analyze how people help each other feel good about themselves
  - analyze situations in which they have helped/been helped by others and those in which they have not helped/been helped
  - demonstrate social skills with peers

- Maintain their personal integrity while participating in groups
  - analyze their ability to handle responsibility and conflicts arising from peer group involvement
  - analyze the importance of their participation in various groups
  - develop personal criteria for group affiliation
  - analyze the positive and negative effects of group participation

- Develop healthy friendships
  - distinguish between the characteristics of healthy and unhealthy friendships
  - evaluate the importance of having friendships with peers and adults
  - analyze the skills they have for maintaining friendships

- Function effectively as group members
  - evaluate how and why people organize to satisfy basic social and economic needs
  - analyze their strengths/limitations in functioning in groups
  - identify/list behaviors which help/hinder group cooperation and effectiveness
  - describe the benefits of working with a team to get a job done

Communication Skills

- Understand basic communication skills
  - analyze their use of the basic communication skills
  - use listening and expression skills to manage peer pressure
  - evaluate how listening and expression skills help them to make decisions, set goals, and solve problems
  - analyze how use of communication skills contribute/hinder a group's progress toward task completion

- Express themselves
  - understand the theory behind assertion
  - evaluate the effect of expressing appreciation
  - analyze their skills at interpreting their feelings to others
  - develop skills needed for appropriate expression of opinions, attitudes and beliefs in groups

- Listen to others
  - appreciate the importance of listening in order for communication to occur
  - analyze their own ability to listen
  - manage the emotional reactions of others

Cross-cultural Effectiveness

- Appreciate their own culture
  - identify characteristics of the groups to which they belong because of their background, their family, and their heritage
  - analyze the cultural practices their families appreciate and how they affect their feelings of self-worth

- Respect others as individuals and accept them for their cultural membership
  - respect the rights of others regardless of their heritage
  - analyze what respecting others as individuals and as members of cultural groups means to them

- Relate effectively with others based on appreciation for differences/similarities in cultural membership
  - analyze similarities/differences among various cultural groups
  - analyze conflicts resulting from culture-related beliefs and biases
  - analyze how understanding/appreciating differences of heritage help their and others' self-concepts and social relationships

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- analyze how cultural differences among people enrich the people's individuality and the total group
- analyze their own comfort in associating with people from cultures different than their own
- demonstrate consideration and respect for cultural differences

- Evaluate how stereotyping affects them and their relationships with others
  - know criteria for when to generalize and when not to
  - distinguish between valid generalizations and stereotyping
  - analyze how prejudicial actions that they have seen are hurtful to individuals

Responsible Behavior

- Behave responsibly
  - demonstrate understanding that the environment they are in influences their behavior
  - discuss the policies and procedures regarding appropriate behavior in the new environment of the high school
  - demonstrate understanding that the purpose of school rules is to guide their behavior
  - evaluate the ways they contribute to the educational environment

- Take responsibility for their own behaviors
  - analyze the consequences of using appropriate/inappropriate behaviors in various environments
  - analyze how their behaviors affect others' behaviors, emotions and decisions
  - identify how their beliefs affect their attitudes and behaviors
  - behave so as to demonstrate respect for others

- Be self-disciplined
  - analyze when they do/do not control themselves
  - analyze their behaviors that express recognition of human worth and dignity in relating to others
  - analyze how they behave in a variety of situations
  - compare/contrast the consequences that occur when they are/are not self-disciplined

Grades 10 - 12

Self-confidence Development

- Have accurate self-concepts
  - demonstrate acceptance of themselves, including strengths and limitations; analyze/evaluate their strengths and limitations
  - describe how the way they manage school/career is an expression of self concept

- Appreciate their uniqueness
  - analyze when they take responsibility for themselves and when they do not
  - make decisions and plans based on understanding of their unique qualities
  - evaluate their personal standards
  - respect their rights
  - evaluate the benefits to them of taking time for themselves
  - identify their personal limits and boundaries needed for good self-care

- Manage their feelings
  - evaluate how they manage their feelings

Motivation to Achieve

- Develop their own academic potential
  - evaluate the benefits they derive from learning
  - evaluate ways they presently learn and predict how learning may continue in the future
  - explain what motivates individuals
  - analyze/evaluate what motivates them
  - express positive attitudes toward work and learning
  - evaluate how the use of various learning styles improves their school performance
  - predict how their feelings of competence and confidence will help them in the future

- Take advantage of the educational opportunities afforded them in elementary and secondary school
  - assume responsibility for meeting school's graduation requirements
  - predict how they will use knowledge from school in future life and work
  - explain the relationship between educational achievement and career planning, training, and placement
  - evaluate how they have used the educational opportunities available in school

- Recognize careers that will allow them to fulfill their potential
  - analyze the relationship between career choices and quality of life
  - understand and appreciate the rewarding aspects of their work
  - identify personal reasons for their selection of a career
  - describe how societal needs and functions influence the nature and structure of work

- Develop their leadership skills
  - recognize leadership qualities in others and in themselves
  - demonstrate their ability to handle responsibility

Decision-making, Goal-setting, Planning, Problem-solving Skills

- Make decisions
  - evaluate how well they use the decision-making process when making real-life decisions
  - accept responsibility for decisions they have made
  - evaluate some personal decisions that they have made
  - demonstrate having the skills necessary for making decisions and choosing alternatives in planning for and pursuing educational and career goals

- Develop a plan of action
  - base future education/training/employment plans on analysis of their academic experiences
  - evaluate how well they use a planning process in making real-life plans
  - describe the steps they need to take in order to attain their post-high school education/training/employment goals
  - predict the influence planning will have on their future
  - evaluate their use of time management skills

- Set goals
  - assess their ability to achieve past goals and integrate this knowledge for the future
  - describe the importance of re-using a systematic goal-setting process when revising goals
  - evaluate how well they use a goal-setting process in setting real-life goals
  - evaluate the importance of setting realistic goals and striving toward them
  - evaluate the relationship between goal-setting and planning
  - evaluate the importance of setting high standards and expectations

- Gather information
  - demonstrate skills for locating, evaluating, and interpreting information about career opportunities
  - explain how occupations relate to the needs and functions of society as well as their personal needs
  - analyze the various factors which constitute the work world
  - analyze the multiple career/educational options available to them upon completion of high school
  - summarize the relevant knowledge about themselves

- Solve problems
  - formulate their own process for solving personal, interpersonal, and/or situational problems
  - evaluate their use of a problem-solving process when faced with actual problems
  - evaluate their ability to manage stress

- Manage change
  - analyze their feelings when wanted/unwanted changes occur
  - analyze how their beliefs, interests, and capabilities have changed and are changing
  - analyze how career concerns change as situations and roles change
  - assess the interactive effects of life roles, settings, and events and how these make-up their quality of life
  - assess the effects of important events, both those that can and cannot be controlled, upon quality of life

- demonstrate understanding of the need for personal and occupational flexibility in an ever changing world
- explain how a changing world demands life-long learning

- Manage the transitions from one school level to the next
  - predict how they will manage the change in their lives that will occur after leaving high school
  - anticipate the changes they will experience as they enter post-high school education/training/employment
  - summarize how planning will help them make the transition

Interpersonal Effectiveness

- Respect others
  - relate experiences that demonstrate their ability to empathize with others
  - evaluate their ability to respect others' uniqueness
  - respect others' individual rights
  - respect others' rights in group interactions
  - evaluate how individual differences contribute to a richer environment

- Relate well with others
  - evaluate how people help each other feel good about themselves
  - identify their social behaviors which allow them to function effectively with others
  - analyze cooperative and competitive relationships/situations
  - evaluate their behaviors toward others and decide which are effective in interpersonal relationships and which need improvement
  - predict the role(s) of relationships in their adult lives

- Maintain their personal integrity while participating in groups
  - demonstrate their ability to manage conflicts arising from peer group involvement

- Develop healthy friendships
  - evaluate the effectiveness of their friendships
  - explain (1) why they appreciate friendships, (2) how effective friendships are maintained
  - predict how friendships will contribute to their life in the future

- Function effectively as group members
  - evaluate their basic group affiliations
  - analyze the role(s) they play in various groups
  - evaluate group dynamics

Communication Skills

- Understand basic communication skills
  - analyze how beliefs affect interpersonal communication
  - develop the communication skills needed for participating effectively within group settings
  - analyze how they use communication skills to improve their mental health
  - evaluate their and others' use of communication skills in problem situations

- Express themselves
  - have a variety of ways to express themselves
  - interpret their feelings
  - use assertion skills

- Listen to others
  - understand and communicate their understanding of what another person has said
  - use reflective listening skills
  - interpret feelings shared by friends

Cross-cultural Effectiveness

- Appreciate their own culture
  - evaluate their participation in groups to which they belong because of their background, their family, and their heritage
  - evaluate their culture's practices and how they affect their feelings of self worth

- Respect others as individuals and accept them for their cultural membership
  - assess their beliefs regarding the rights of others regardless of their heritage
  - evaluate how respecting others as individuals and as members of cultural groups enhances interpersonal relationships

- Relate effectively with others based on appreciation for differences/similarities in cultural membership
  - manage conflicts resulting from culture-related beliefs and biases
  - evaluate their own role in conflicts resulting from culture-related beliefs and biases
  - evaluate how appreciating their own heritage enhances their self-concept and social relationships
  - analyze their own comfort in associating with people from cultures different than their own

- Evaluate how stereotyping affects them and their relationships with others
  - evaluate their own culture-descriptive generalizations about themselves and others
  - evaluate the impact of stereotyping
  - evaluate stereotypes they still hold; describe former stereotypes and how they have changed
  - evaluate how prejudicial actions that they have seen are hurtful to individuals

Responsible Behavior

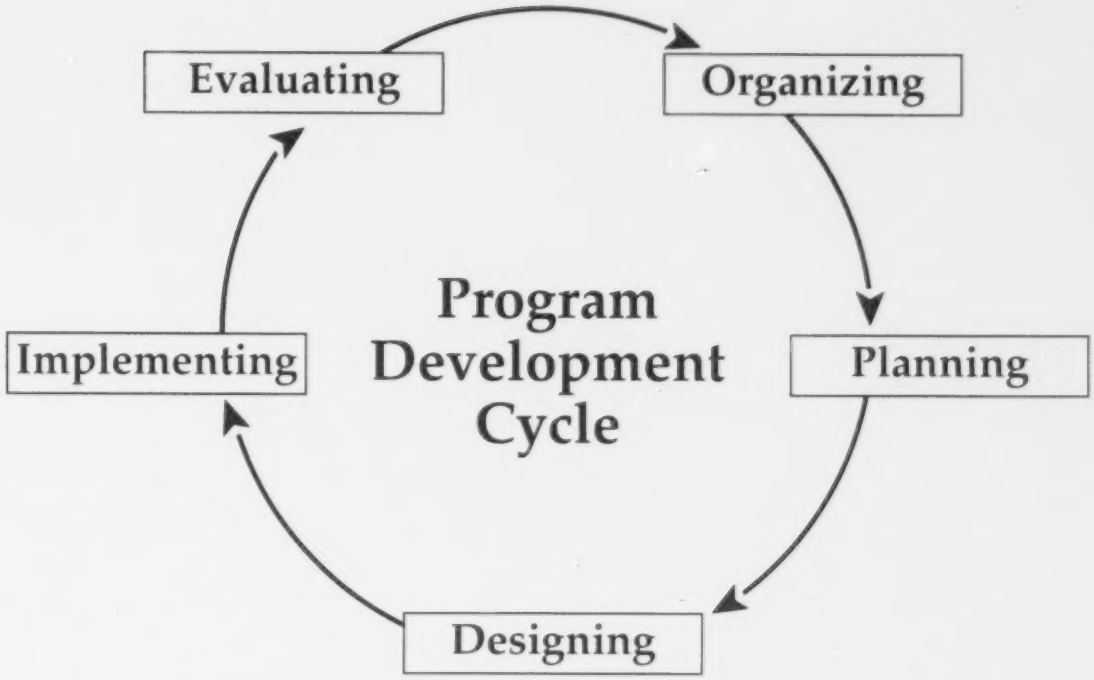
- Take responsibility for their own behaviors
  - assess how taking responsibility for their own actions enhances their lives
  - analyze the consequences of unacceptable/irresponsible behavior
  - understand the tendency toward reciprocity of behavior between individuals
  - articulate a personal theory of why people behave the way they do
  - accept responsibility for adhering to the goals of the basic group

- Be self-disciplined
  - evaluate the benefits of being self-disciplined
  - maintain self-discipline and rational behavior in dealing with emotional conflicts and stress

SECTION V

A Process for Implementing a Developmental Guidance and Counseling Program

CHART 4


Evaluating
Organizing
Program Development Cycle
Implementing
Planning
Designing

A Texas Developmental Guidance and Counseling Program Model in a district or school must be designed to meet locally identified needs and goals and to make optimal use of available resources. Implementing a developmental guidance and counseling program means different things depending on situations at the local level; it might mean developing a new program, strengthening an existing program, or redirecting existing resources into a revamped program. A process for tailoring the program model to suit a local situation is outlined in this section. The process is presented as a Program Development Cycle which requires five separate steps--organizing, planning, designing, implementing, and evaluating. These steps are illustrated and highlighted.

Each of the suggested steps is important and should be taken; however, varying the order or taking some steps simultaneously may better suit a district's or school's needs. An outline of the steps is presented first followed by a brief description of each step.

The Program Development Cycle

1. **ORGANIZING**
   a. Commit to action
   b. Identify leadership for the program improvement efforts

2. **PLANNING**
   a. Adopt the developmental guidance and counseling program model and the program development process to be used
   b. Assess the current program

3. **DESIGNING**
   a. Establish the desired program design
   b. Publish the program framework
   c. Plan the transition to the desired program
   d. Develop and implement a master plan for changed implementation

4. **IMPLEMENTING**
   a. Make program improvements
   b. Make appropriate use of the school counselors' competencies

5. **EVALUATING**
   a. Evaluate the developmental guidance and counseling program

CHART 5

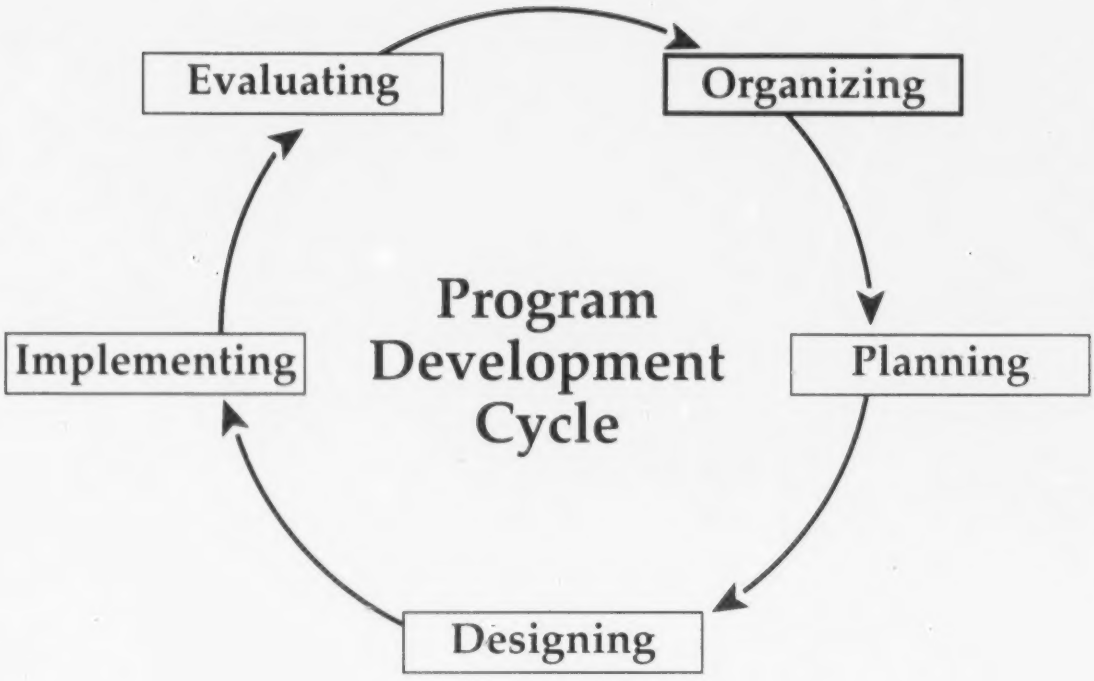


Chart Summary

1. ORGANIZING
   a. Commit to action.
   b. Identify leadership for the program improvement efforts.

1. Organizing

a. Commit to action

For change to occur, a commitment to action must be made by both administrative and counselor leaders. If district-wide changes are sought, the school board, the school district's top-level management, and the guidance staff must support the efforts and decisions that will cause changes. If building-level changes are sought, the principal and the counselors must concur that improvement is desirable. In order to implement the process the outline follows, counselors and their administrators must have made a decision to study and improve the guidance program.

If there are as yet no counselors at a local site, the administrator may be forced to lead the efforts alone. It may be advisable for the school/district to invite an available guidance and counseling resource person to assist: counselor educators from universities or guidance consultants from the educational service centers or the Texas Education Agency.

b. Identify leadership for the program improvement efforts

Those who will be most affected by the potential changes and those who have an investment in the guidance program should lead the program improvement process.

A steering committee must be formed to guide the guidance program development process, to make recommendations about the program that would be best for the district/school, and to lead implementation of the suggested program improvements.

At the district level, the steering committee should include central office administrators of instruction and guidance, the superintendent or a designee, and administrators of special programs who use or support the guidance program (e.g., career and technology, special and/or compensatory programs). At the district level, campus counselors and principals should be represented as well. All of the counselors and some of the other administrators should be involved in task groups as the program development process unfolds. At the building level the site-based committee should include the principal, the counselor(s), teacher-leaders, other specialists, parents and students.

CHART 6

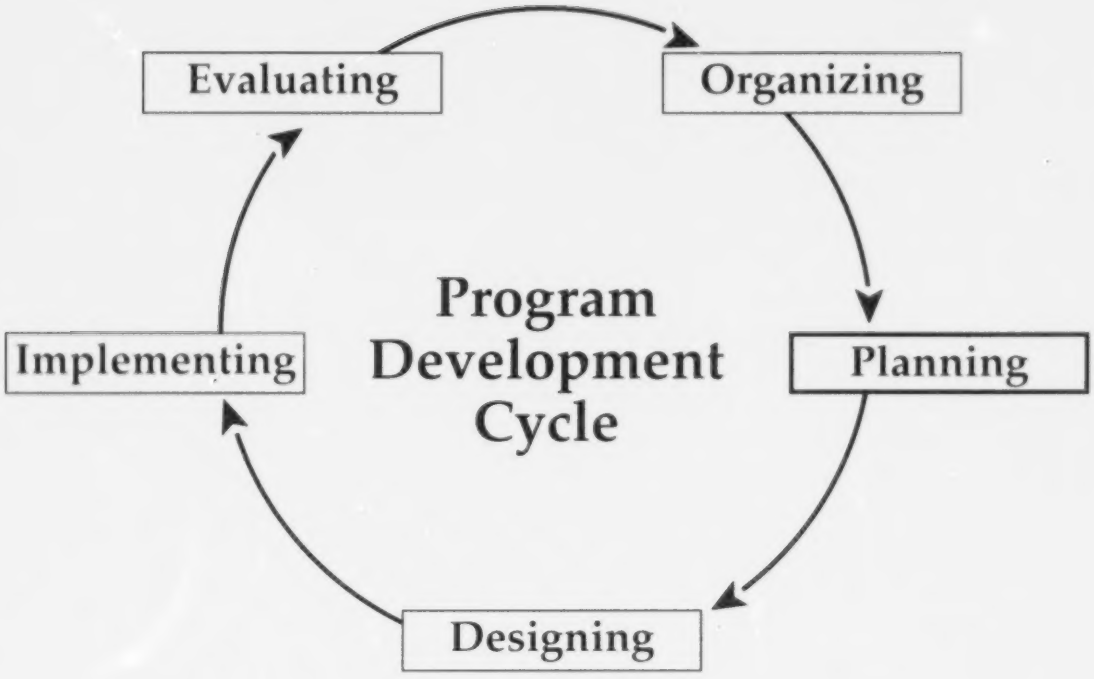


Chart Summary

2. **PLANNING**
   a. Adopt the developmental guidance and counseling program model and the program development process to be used.
      - Study the program model, including the content areas.
      - Select locally appropriate content areas and goals.
      - Develop locally appropriate statements of
        - definition
        - rationale
        - underlying assumptions.
      - Understand the four components which comprise the delivery system:
        - guidance curriculum
        - responsive services
        - individual planning
        - system support.
      - Plan the program development process.

   b. Assess the current program.
      - Conduct a thorough assessment of the current program.

2. Planning

a. Adopt the developmental guidance and counseling program model and the program development process to be used.

The program model described in Section II needs to be well understood by those charged with the responsibility of designing its implementation in the local setting.

- **Study the program model, including the content areas.**

  Steering committee members should study the Texas Developmental Guidance and Counseling Program Model; its philosophical basis and the model for organization of the delivery system (the 4 components).

- **Select locally appropriate content areas and goals**

  This step begins the process of specifying locally relevant content for the local guidance program. The Texas Developmental Guidance and Counseling Program model suggests seven content areas as the foundation for the program. These provide a baseline for specifying local guidance program content.

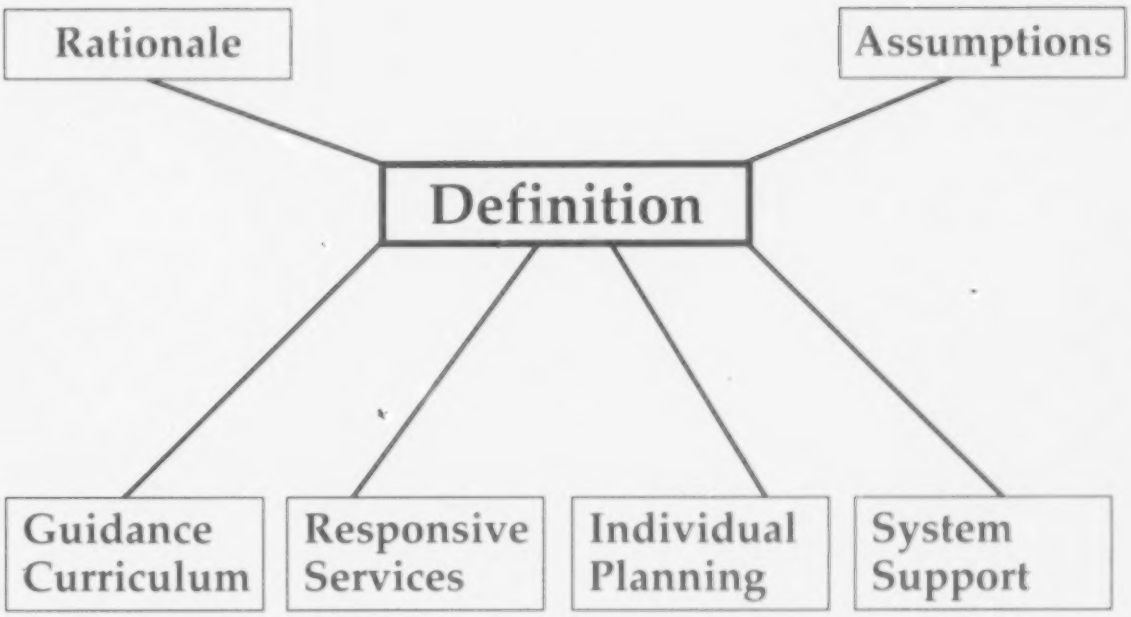
  - Self-confidence
  - Motivation to achieve
  - Decision-making, goal-setting, planning, and problem-solving skills
  - Interpersonal effectiveness
  - Communication skills
  - Cross-cultural effectiveness
  - Responsible behavior

  Some suggested related goals and competency indicators for each grade span are presented in Section IV. As guidance program development efforts get underway, a thorough understanding of the broad scope of the program goals, competencies and outcomes for student achievement is needed. Adoption or adaptation of the Scope and Sequence presented in Section IV or creation of a new one is appropriate. In step five of this process, specific outcomes and objectives will be determined, based on the priorities established for the program.

- Develop locally appropriate statements of
  - definition
  - rationale
  - underlying assumptions

The program **definition** includes identification of the populations to be served through the program (students, parents, teachers, administrators), the basic content of the program (content areas and goals), and the organization of the program delivery system (guidance curriculum, responsive services, individual planning system, and system support).

CHART 7


Rationale
Assumptions
Definition
Guidance Curriculum
Responsive Services
Individual Planning
System Support

The **rationale** for the program results from understanding the students' and community's needs. At the district level these may be generalized; at the campus level, they will be more specific. At this point, assessments of needs may be made by professional judgment, by opinions provided by representatives of the school community, and by the priorities of the current program.

The rationale for enhancing the guidance program may also be included. Statements about the problems with the current approach to guidance and counseling and the anticipated benefits of a different approach can be made.

The **assumptions** which undergird the operation of the program need to be made clear. These might include recognition of the school counselors' professional training, background, and competencies, in addition to their teaching experience. A statement should be included as to the basic contributions that the guidance program and the school counselors make to students' growth and development.

The conditions required for effective implementation should be spelled out. The resources required for effective program implementation should be outlined. In planning to implement a developmental guidance and counseling program for a campus or district, the parameters for appropriations of resources should be stated. Knowing the resources currently available makes the design process more realistic; it also provides the baseline from which to seek expanded resources, if needed. Resources include:

- guidance department staff
- administrative commitment
- parents
- program and staff development opportunities
- business partners
- community resources
- budget
- materials, supplies, and equipment
- facilities

The rationale and assumptions behind the Texas Developmental Guidance and Counseling Program model are provided in Section I: *The Basis for the Texas Developmental Guidance and Counseling Program.*

- Understand the four components which comprise the delivery system:

  - guidance curriculum
  - responsive services
  - individual planning
  - system support

In order to design a locally relevant program, it is imperative that the program development leaders understand the definitions of the components, as described in Section II, The Texas Developmental Guidance and Counseling Program model. The program components also need to be understood by the groups represented by the steering committee so that their input may be solicited at critical points in the program improvement process. One of the responsibilities of the program development leaders is to educate their constituents regarding the program model and, ultimately, the implementation plans.

- Anticipate the process and timeline that program renovation will entail.

  Although they will be committed to working to ensure that the right design is established, that the needed changes are made, planning, designing, implementing, and evaluating an improved program requires time and hard work. The committee members need to be aware of the process from the outset. To design or re-design a developmental guidance and counseling program, the timeframe should be anticipated in the four phases as follows:

  1. Organizing and Planning
  2. Designing
  3. Begin Improved Implementation
  4. Begin Evaluation

  The actual length of time it will take to complete each of the phases depends on the size of the program being developed and the resources available to do the program development work. In large districts, the process has taken as much as a year per phase; in small units (e.g., one campus or a small district), less time is required if the resources are committed to the process.

b. Assess the current program.

- Conduct a thorough study of the current program

  Whether the program development effort is being conducted to create a new program or to strengthen or redirect an existing program, this step must be taken. Even in schools or districts without counselors, guidance is provided for students.

  This step entails determining the actual design of, the established priorities in, and the resources available to the current guidance program. Begin with a study of the written guidance plan and of the actual implementation of the program. Data should be gathered in light of the developmental guidance and counseling program model to facilitate comparison with data describing the desired program design. That is, identify the allocation of resources to each of the four program components and the priorities established within each component. These data also facilitate the identification of resources currently allocated to the program, and are also useful as improvement decisions are made.

  This can be accomplished with a needs assessment given to survey the needs and attitudes of parents, students, teachers, administrators, business partners and the community. Through this data, the input is gathered and utilized to design an appropriate program.

  Examples of useful data to be gathered and analyzed.

Useful Data	**Data Collection Method**
Results attained	Activity review
Activities conducted	Activity review
Populations served (e.g., students, parents, teachers, other school staff)	Survey
Use of counselor's time and talent	Time/task study
Responsibilities of other personnel	Job descriptions
Budget	Budget study
Materials & Equipment	Inventory
Facilities	Inventory

CHART 8

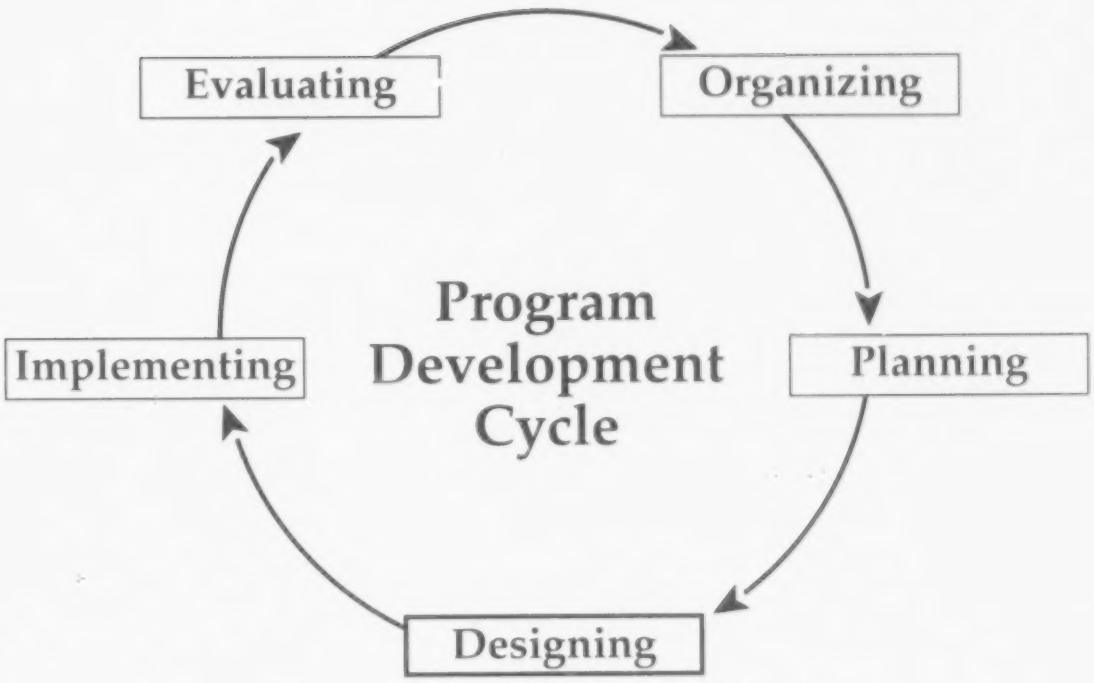


Chart Summary

3. DESIGNING
   a. Establish the desired program design.
      - Assess student and community needs.
      - Define the program specifically and set priorities.
      - Quantify the desired program balance.

   b. Publish the program framework.

   c. Plan the transition to the desired program.
      - Compare/contrast the current program with the desired program both quantitatively and qualitatively.
      - Establish goals for change.

   d. Develop and implement a master plan for changed implementation.

3. Designing

a. Establish the desired program design.

- Assess student and community needs.

  This step is the center of the local program development process.

  The design for the local program should be based on a knowledge of the students' and community's needs and in consideration of the current and potential resources available for program implementation. Data that are useful here are those gathered in the campus and district improvement planning process. Student data to be gathered in the development of campus improvement plans include:

  Demographic data:
  ethnicity, language, socioeconomic scale, economic disadvantage, mobility rate, special program enrollments, parental levels of education, single parents, neighborhood makeup, immigration patterns, homelessness.

  Student achievement data:
  test scores, mastery of essential elements, dropout rate, promotions / retentions, patterns of student grades.

  Student conduct data:
  discipline, attendance, participation in extracurricular and cocurricular activities, follow-up studies.

- Define the program specifically and set priorities.

  Qualitative and quantitative design decisions need to be made. The **quantitative** design states numerically what the shape of the program should be. It depicts the quantity of resources that should be allocated to each component, to each content area, to each subset of populations served; it typically speaks to the use of the counselors' time.

  The **qualitative** design describes the substance of each of the program factors; specifically, to design the program qualitatively, the following must be stated:

  Component:
  descriptive definition for each; statement of priorities within each.

  Content:
  competencies, outcomes and objectives; priorities established for each grade level.

  Populations:
  students / category (e.g., developmental, prevention, intervention), adults (e.g., teachers, parents, administrators, other specialists); priorities for service established.

Staff Roles:
staff/category and competencies; priorities established for use of competencies.

Activities:
list of specific activities/components that represent the minimum level of service.

Preliminary activities are essential to establishing program priorities. A suggested format for determining priorities is presented.

Preliminary Activities	Program Priorities
Student Competency Development	
• List needed student competencies. Specify expected student results	• Establish priorities for content domains and student goals, expected results by grade span, outcomes by grade level
Program Balance	
• Define the student and adult populations served	• Establish priorities for populations served: students and adults
• Determine the desired balance between program components	• Establish priorities for program delivery
• Specify minimum expectations for activities done within each component	• Establish priorities within each component: *curriculum:* most needed results by grade level *responsive services:* most relevant, recurrent topics *individual planning:* most timely results/activities at priority grade levels *system support:* most needed activities and programs making best use of counselors' professional skills
Counselor's Roles	
• Re-define/reaffirm counselors' job descriptions	• Establish priorities for best use of the counselors' skill time
• Re-define/reaffirm job descriptions of other guidance program personnel	• Establish priorities for others' skill time

- Quantify the desired program balance

  Philosophical priorities are implemented through the allocation of resources. Resources are finite and it seems that students', parents', teachers', and others' needs for the services are infinite. Thus, it is important to establish a concrete and measurable guide for the allocation of often scant guidance program resources. Graphs in Section II of this guide provide the state recommendations regarding program balance and a worksheet for displaying decisions made at the local level.

  The quantitative design provides the program parameters. This design brings together the counselor-to-student ratio and the allocation of program resources. At the end of this subsection samples are provided which exemplify the impact of ratio and program resource allocation on program implementation. Examples illustrate what can be expected at the elementary, middle/junior high, and high school levels from counselors with student loads of 1:350, 1:500 and 1:1000, in implementation of the state's recommended program balance.

b. Publish the program framework

The district-wide program description provides a framework for the development of individual campus programs. The campus program should be designed to meet identified local needs within the district framework. At the building level, the local program description and design should be in written form. Sections II, III, and IV of this guide provide the framework for the State program. The document should include the rationale, assumptions, and definition of the program, describe the qualitative and quantitative designs of the program, and the job descriptions for the various guidance program staff members. The more concrete it is, the more useful it is to all staff involved in the guidance program. It replaces its predecessor, the guidance program plan. The substeps in this step are self-explanatory:

- Write
- Print
- Get administrative/Board approval
- Distribute*

c. Plan the transition to the desired program.

- Compare/contrast the current program with the desired program both quantitatively and qualitatively.

  Through the data collected regarding the current program, quantitative information is available about the program balance and about the use of counselors' time. Qualitative information is available about the students served, the outcomes attained, and about the use of counselors' talent. Through the designing process, comparative information has become available. The gaps between the two programs (the actual and the envisioned)

*Distribute to counselors, teachers, parents, principals, others with an interest/investment in the guidance program.

need to be identified. The graphs in Section II provide a means for displaying the quantitative designs of both the current program and the desired program designs. Comparing and contrasting the qualitative designs should be done also.

- Establish goals for change.

  It is in the areas where there are contrasts between the current and the desired program designs that goals for change are needed. The goals will emerge in both the quantitative and the qualitative comparisons. These goals, when met, should mean the program has become the envisioned program.

d. Develop and implement a master plan for changed implementation

- List tasks to be done to attain implementation.

- Identify allocated or additional human, financial and/or political resources needed to effect changes, for example, improvements in:

  Human Resources
  Counselor-to-student ratios
  Clerical assistance
  Other professional personnel

  Financial Resources
  Supplies, materials, and equipment budgets
  Facilities development
  Extended contracts; improved salaries
  Funding for special emphases

  Political Resources
  Advisory committee
  Updated policies and procedures

- Develop a realistic time line for accomplishing the tasks and meeting the resource needs.

  This time frame may entail short- and long-term goals, e.g.,
  1-Year Plan
  3-Year Plan
  5-Year Plan

CHART 9

Sample Quantified Program Designs High School (Grades 9 - 12)

Bringing Together Program Balance Percentages + Counselor: Student Ratios

ASSUMPTIONS:

Average class size: 1:25
Average teacher: student ratio = 1:20
55-minute periods
7 periods/day ("activity slots")
35 slots/week = 100 percent of student access time

DESIRED PROGRAM BALANCE:

Guidance Curriculum	20 percent	7 Activity Slots
Responsive Services	31.4 percent	11 Activity Slots
Individual Planning	31.4 percent	11 Activity Slots
System Support	17.1 percent	6 Activity Slots

STUDENT LOAD RATIO: 1 COUNSELOR: 350 STUDENTS

Guidance Curriculum:
350/25 = 14 classes of students in student load
14 classes/8 activity slots = .6 lessons per week
1.75 weeks for 1 lesson @
3 + lessons per 6 weeks

Responsive Services:
6 slots for groups of 9 = 54
5 slots for individuals = 5
Total = 59 students =16.8 percent/350

Individual Planning (—traditional 1:1 model):
10 slots/week x 36 weeks = 360 slots/year (19800 minutes)
19800/350 = 56 minutes/student/year

System Support:
Counselor-Teacher ratio = 1:17.5

ANY STUDENT LOAD:

Individual Planning:
10 activity slots/week x 36 weeks = 360 slots/year
360/4 grade levels = 90 activity slots/grade level/year
90/6 6-weeks = 15 activity slots/grade level/6 weeks

System Support:
6 activity slots/week = 330 minutes/week = 66 minutes/day

CHART 9 *(continued)*

COUNSELOR-STUDENT RATIO: 1 COUNSELOR: 500 STUDENTS

Guidance Curriculum:

500/25 = 20 classes of students in student load

20 classes/8 activity slots = .4 lessons per week
2.5 weeks for 1 lesson @
2 + lessons per 6 weeks

Responsive Services:

6 slots for groups of 9 = 54
5 slots for individuals = 5
Total = 59 students=11.8 percent/500

Individual Planning (—traditional 1:1 model):

10 slots/week x 36 weeks = 360 slots/year (19800 minutes)
19800/500 = 39 minutes/student/year

System Support:

Counselor-Teacher ratio = 1:25

COUNSELOR-STUDENT RATIO: 1 COUNSELOR: 1000 STUDENTS

Guidance Curriculum:

1000/25 = 40 classes of students in student load

40 classes/8 activity slots = .2 lessons per week
5 weeks for 1 lesson @
1 + lessons per 6 weeks

Responsive Services:

6 slots for groups of 9 = 54
5 slots for individuals = 5
Total = 59 students = 5.9 percent/1000

Individual Planning (—traditional 1:1 model):

10 slots/week x 36 weeks = 360 slots/year (19800 minutes)
19800/1000 = 19.8 minutes/student/year

System Support:

Counselor-Teacher ratio = 1:50

CHART 10

Sample Quantified Program Designs Middle School/Junior High (Grades 6 - 8)

Bringing Together Program Balance Percentages + Counselor: Student Ratios

ASSUMPTIONS:

Average class size: 1:25
Average teacher: student ratio = 1:20
45 minute periods
8 periods/day ("activity slots")
40 slots/week = 100 percent of student-access time

DESIRED PROGRAM BALANCE:

Guidance Curriculum	35 percent	14 Activity Slots
Responsive Services	35 percent	14 Activity Slots
Individual Planning	20 percent	8 Activity Slots
System Support	10 percent	4 Activity Slots

COUNSELOR-STUDENT RATIO: 1 COUNSELOR: 350 STUDENTS

Guidance Curriculum:
350/25 = 14 classes of students in student load
14 classes/14 activity slots = 1 lesson per week
1 week for 1 lesson @
6 lessons per 6 weeks

Responsive Services:
7 slots for groups of 8 = 56
7 slots for individuals = 7
Total = 63 students = 18 percent/350

Individual Planning (—traditional 1:1 model):
8 slots/week x 36 weeks = 288 slots/year (12960 minutes)
12960/350 = 37 minutes/student/year

System Support:
Counselor-Teacher ratio = 1:17.5

ANY STUDENT LOAD:

Individual Planning:
8 activity slots/week x 36 weeks = 288 slots/year
288/3 grade levels = 96 activity slots/grade level/year
96/6 6-weeks = 16 activity slots/grade level/6 weeks

System Support:
4 activity slots/week = 180 minutes/week = 36 minutes/day

CHART 10 *(continued)*

COUNSELOR-STUDENT RATIO: 1 COUNSELOR: 500 STUDENTS

Guidance Curriculum:

500/25 = 20 classes of students in student load
20 classes/14 activity slots = .7 lessons per week
1.5 weeks for 1 lesson @
4 lessons per 6 weeks

Responsive Services:

7 slots for groups of 8 = 56
7 slots for individuals = 7
Total = 63 students=12.6 percent/500

Individual Planning (—traditional 1:1 model):

8 slots/week x 36 weeks = 288 slots/year (12960 minutes)
12960/500 = 25 minutes/student/year

System Support:

Counselor-Teacher ratio = 1:25

COUNSELOR-STUDENT RATIO: 1 COUNSELOR: 1000 STUDENTS

Guidance Curriculum:

1000/25 = 40 classes of students in student load
40 classes/14 activity slots = .35 lessons per week
3 weeks for 1 lesson @
2 lessons per 6 weeks

Responsive Services:

7 slots for groups of 8 = 63
7 slots for individuals = 7
Total = 63 students = 6.3 percent/1000

Individual Planning (—traditional 1:1 model):

8 slots/week x 36 weeks = 288 slots/year (12960 minutes)
12960/1000 = 12 minutes/student/year

System Support:

Counselor-Teacher ratio = 1:50

CHART 11

Sample Quantified Program Designs Elementary School (Grades Pre-K - 5)

Bringing Together Program Balance Percentages + Counselor: Student Ratios

ASSUMPTIONS:

Average class size: 1:22
Average teacher: student ratio = 1:20
30 minute activity slots
14 activity slots/day
70 slots/week = 100 percent of student access time

DESIRED PROGRAM BALANCE:

Guidance Curriculum	40 percent	28 Activity Slots
Responsive Services	40 percent	28 Activity Slots
Individual Planning	10 percent	7 Activity Slots
System Support	10 percent	7 Activity Slots

COUNSELOR-STUDENT RATIO: 1 COUNSELOR: 350 STUDENTS

Guidance Curriculum:
350/22 = 16 classes of students in student load
16 classes/28 activity slots = 1.75 lessons per week

Responsive Services

14 slots for groups of 7 or 8	= 108
14 slots for individuals	= 14
Total	= 122 students = 35 percent/350

Individual Planning:
7 slots/week x 36 weeks = 252 slots/year (7560 minutes)
7560/350 = 21 minutes/student/year

System Support:
Counselor-Teacher ratio = 1:17.5

ANY STUDENT LOAD:

Individual Planning:
7 activity slots/week x 36 weeks = 252 slots/year
252/5 grade levels (1-5) = 50 activity slots/grade level/year
50/6 6-weeks = 8 activity slots/grade level/6 weeks

System Support:
7 activity slots/week = 210 minutes/week = 42 minutes/day

CHART 11 *(continued)*

COUNSELOR-STUDENT RATIO: 1 COUNSELOR: 500 STUDENT

Guidance Curriculum:

500/22 = 23 classes of students in student load
23 classes/28 activity slots = 1.2 lessons per week

Responsive Services:

14 slots for Groups of 7 or 8	= 108
14 slots for individuals	= 14
Total	= 122 students = 24 percent/500

Individual Planning:

7 slots/week x 36 weeks = 252 slots/year (7560 minutes)
7560/500 = 15 minutes/student/year

System Support:

Counselor-Teacher ratio = 1:25

COUNSELOR-STUDENT RATIO: 1 COUNSELOR: 1000 STUDENTS

Guidance Curriculum:

1000/22 = 45 classes of students in student load
45 classes/28 activity slots = .6 lessons per week
1+ weeks for 1 lesson @
3+ lessons per 6 weeks

Responsive Services:

14 slots for groups of 7 or 8	= 108
14 slots for individuals	= 14
Total	= 122 students =12 percent/1000

Individual Planning:

7 slots/week x 36 weeks = 252 slots/year (7560 minutes)
7560/1000 = 7.6 minutes/student/year

System Support:

Counselor-Teacher ratio = 1:50

CHART 12

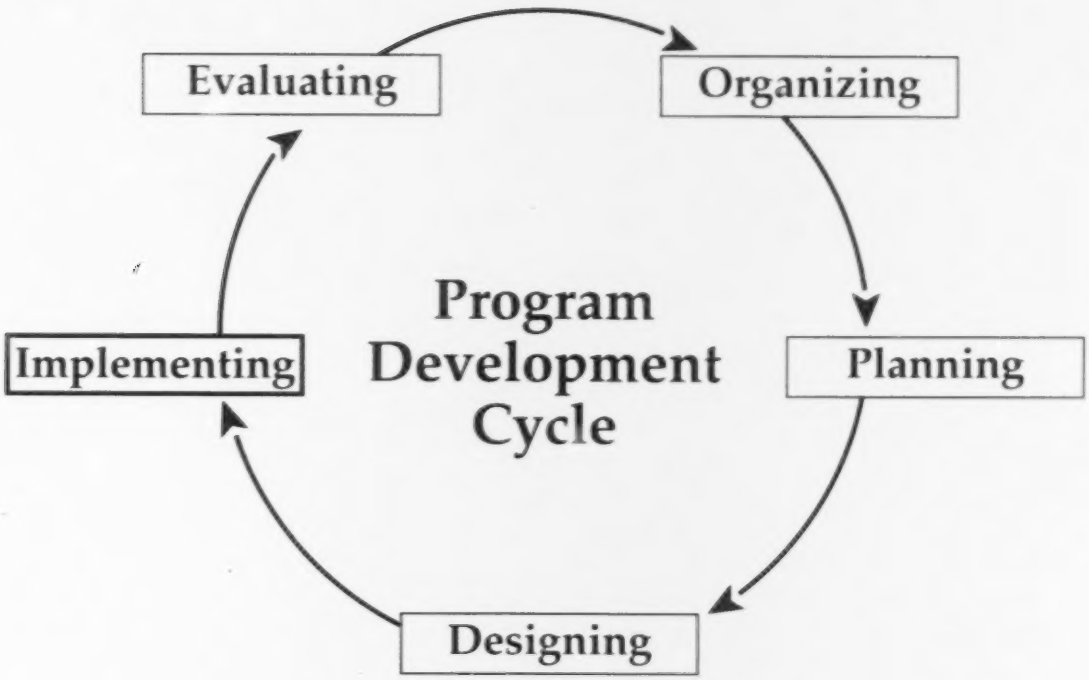


Chart Summary

4. **IMPLEMENTING**
   a. Make program improvements
      - Systematize the improvement process.
      - Design high priority activities.

   b. Make appropriate use of the school counselors' competencies.
      - Emphasize the appropriate job description.
      - Provide staff development for counselors, teachers, parents, administrators and others.
      - Evaluate counselors based on their performance.
      - Encourage professional growth.

4. Implementing

a. Make program improvements

- Systematize the improvement process.

  An annual planning process is a useful way to keep energies focused on program improvement and to assist in monitoring changed program implementation.

  Guidance Program Improvement Plans which address the goals established in Step 7 can stand alone or be included as part of the school improvement plans.

  Annual Program Plans should be established for the implementation of the developmental guidance and counseling program. Yearly, monthly, and weekly calendars provide for the delivery of the developmental guidance program as well as counseling services and help to ensure proper program balance.

- Design-needed, high-priority activities.

  With newly established priorities and evidenced gaps in program delivery, activities will need to be developed and conducted in improvement/expansion of the guidance program. These new activities should be:

  - carefully planned,
  - based on the needs assessment information and the program goals, and
  - have clearly stated objectives which guide students toward desired outcomes.

b. Make appropriate use of the school counselors' competencies

- Emphasize the appropriate job description necessary to conduct the developmental guidance and counseling program (Step 5; & Section III).

- Provide staff development for counselors.

  Include other guidance program personnel to enhance their ability to deliver the developmental guidance and counseling program. Some demands on school counselors' expertise are emphasized in the developmental guidance and counseling program. Opportunities should be provided to assist counselors and others to renew/upgrade their knowledge and skills in the following areas, for example:

  - group counseling with adolescents
  - career development assistance
  - systematic consultation with parents and teachers
  - curriculum development
  - evaluation
  - special populations: substance abusers, potential and recovered dropouts, adolescent parents
  - gang pressures/involvement
  - harassment issues

- Evaluate counselors based on their performance within the developmental guidance and counseling program and according to their specific job assignment (Section VI). Administrators should also be held accountable for their management of the developmental guidance and counseling program and evaluation of the performance of the guidance staff.

- Encourage professional growth.

CHART 13

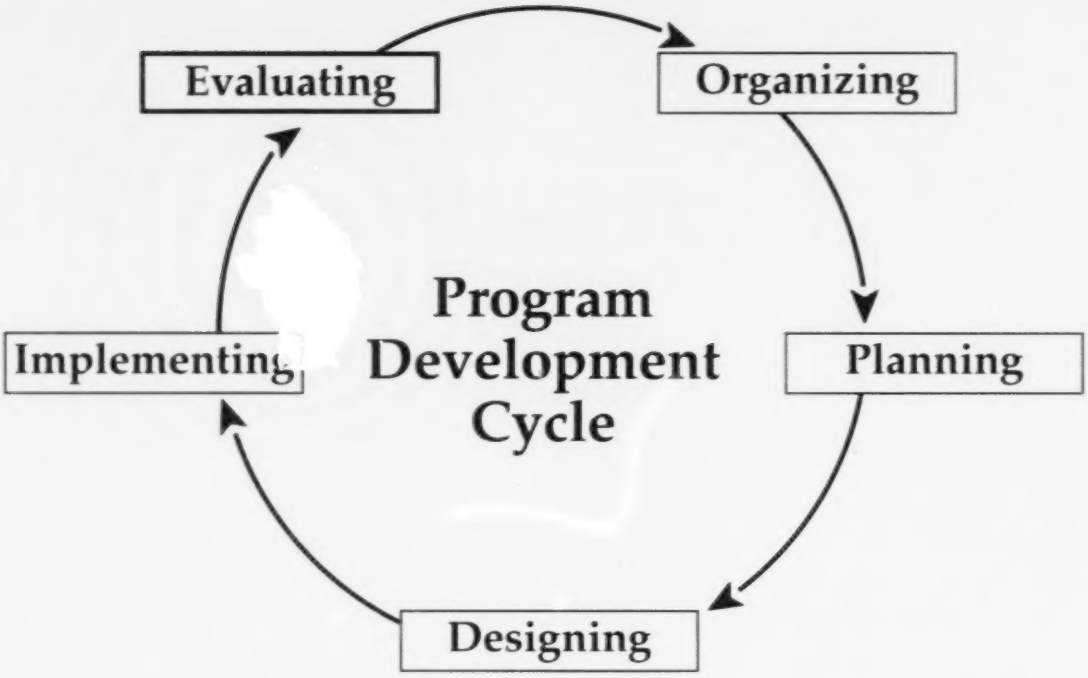


Chart Summary

5. **EVALUATING**
   a. Evaluate the developmental guidance and counseling program.
      - Evaluate the changes made.
      - Evaluate the program design.
      - Evaluate the implementation.
      - Evaluate the professional school counseling staff.

   b. Evaluate the developmental guidance and counseling program.

      Evaluation begins the program renewal cycle. Evaluation will suggest modifications that need to be made and highlight items which should not be changed. Approaches for evaluating the changes made, the design and implementation of the developmental guidance and counseling program, and the professional school counseling staff are suggested in Section VI.

CHART 14

Developmental Guidance and Counseling Program Implementation Checklist

Organizing and Planning

Organizing

_____ 1. Administrators, counselors and the school staff commit to action.

_____ 2. Form and convene the steering committee.

Planning

_____ 3. Adopt the Developmental Guidance and Counseling Program model and the program development process to be used.

- Study the program model, including the content areas.
- Develop locally appropriate statements of
  - definition
  - rationale
  - underlying assumptions.
- Understand the four components which comprise the delivery system:
  - guidance curriculum
  - responsive services
  - individual planning
  - system support.
- Plan the program development process.

_____ 4. Conduct a thorough assessment of the current program.

Designing

Designing

_____ 5. Establish the desired program design.
- Assess student and community needs
- Define the program specifically and set priorities.
- Quantify the desired program balance.

_____ 6. Publish the program *framework*.

_____ 7. Plan the transition to the desired program.
- Compare/contrast the current program with the desired program both quantitatively and qualitatively.
- Establish goals for change.

_____ 8. Develop and implement a master plan for changed implementation.

Implementing

Implementing

_____ 9. Make program improvements.
- Systematize the improvement process.
- Specify the design needed, noting high priority activities.

_____ 10. Make appropriate use of the school counselors' competencies.
- Emphasize the appropriate job description.
- Provide staff development for counselors.
- Evaluate the counselors based on their performance.
- Encourage professional growth.

Evaluating

Evaluating

_____ 11. Evaluate the developmental guidance and counseling program.
- Evaluate the changes made.
- Evaluate the program design.
- Evaluate implementation.
- Evaluate the professional school counseling staff.

SECTION VI

A Process for Evaluating a Developmental Guidance and Counseling Program

Guidelines for Evaluating the Developmental Guidance and Counseling Program

Rationale and Purpose

Evaluation is a critical component of a developmental guidance and counseling program and ensures accountability. The purpose of evaluation is to determine the value of the program, its activities, and staff in order to make decisions or to take actions regarding the future. The evaluation will measure the delivery of services (the process evaluation) and outcomes (product evaluation). This ongoing process provides information to ensure continuous improvement of the guidance program and gives direction to necessary changes.

Evaluation is a process that includes eight steps.

1. Stating the evaluation questions
2. Determining the audiences/uses for the evaluation
3. Gathering data to answer the questions
4. Applying the predetermined standards
5. Drawing conclusions
6. Considering the context
7. Making recommendations
8. Acting on the recommendations

Counselors and the counseling program play a vital role in assisting teachers and other staff in the integration of school guidance objectives with other instructional goals and objectives. In turn, the evaluation should be a collaborative effort among all those involved in the program. Evaluation activities enable counselors and others to:

- determine the impact of the guidance program on students, faculty, parents, and school climate,
- know if they are accomplishing their goals,
- identify what remains to be accomplished,
- identify effective components of the program,
- eliminate or improve less effective components of the program,
- adapt and refine the guidance program and implementation process,
- identify unintended consequences of the program (both positive and negative),
- identify other areas that need to be addressed,
- establish goals for the counselors' professional development,

- determine staffing needs and workload adjustments,
- determine additional resources required to adequately carry forward the program, and
- provide accountability information to educators and the community.

Basis of the Evaluation

The program definition and design provides clear standards for evaluation of both the program and the staff who conduct it. The program definition identifies the students or other persons and groups served by the program, identifies the competencies acquired as a result of participation in the program, and describes how the program is organized to help students learn and use these competencies. The definition also dictates the appropriate roles for the school counselor, and the job description specifies those roles for carrying out each counselor's specific responsibilities in implementing the program. The design outlines the program's structure and priorities such as determining who the high priority students are, the primary outcomes to be achieved, and establishing weightings for resource allocation.

Questions to Be Answered Through Evaluation

In this section, four categories of evaluation questions are suggested as a minimum number for evaluating the effectiveness of the developmental guidance and counseling program.

1. How effective have the program improvements been?
2. Does the program meet the program standards?
3. Have students become competent in the high priority content areas?
4. How well are counselors performing their roles?

At the local level, additional questions may be generated.

Considerations for answering the four categories of questions in evaluating the developmental guidance and counseling program and the school counselor staff are provided below.

1. *How effective have the program improvements been?*

   Program improvement identifies the objectives and strategies to be accomplished through implementation of a list of tasks within an expressed time line. It provides a basis for determining whether the objectives and the time lines were met. Further, it supports judgements as to the effectiveness of the improvements in attaining goals and provides the basis for the next set of program improvements.

   As a result of designing program improvements, new expectations for counselor performance emerge. These expectations form the basis for the setting of professional growth goals by school counselors. Similar to program improvement plans, professional growth plans establish the objectives for developing specific skills or knowledge, identify the strategies for attaining the objectives, and specify the time lines.

2. *Does the program meet the program standards?*

A fully implemented and supported guidance and counseling program will have a measurable impact on students, parents, faculty, and the school climate. Because the evaluation is based on explicitly stated standards, data collection and analysis will describe the level of implementation of the program, the effectiveness of the guidance program, and the level of goal attainment.

The program standards can be categorized into two types: (a) qualitative design standards and (b) quantitative design standards. Examples of qualitative design standards for each component of the guidance program are:

- *Guidance Curriculum:* The specific curriculum standards to be emphasized, the specific competencies to be developed, and the age-appropriate results to be reached by students.
- *Responsive Services:* The systematic and timely response to requests from students.
- *Individual Planning:* The listing of activities which facilitate individual planning at priority grade levels.
- *System Support:* The listing of activities and programs which best meet the school community's needs and use the counselors' professional skills.

Examples of quantitative design standards are the same for each component of the guidance program. The standards are expressed in terms of (a) the numbers of students/staff/parents served by each program component, (b) the percentage of counselor time allocated to each component, and (c) the amount of time counselors use each of their professional competencies.

A data-gathering process is indicated in order to ascertain whether the program standards have been met. Assessment by pre-activity versus post-activity comparisons, short answer questionnaires, essays, improved attendance, scores and grades, and improved student behaviors provides quantitative data, while attitude surveys, verbal feedback, parent and teacher observations, case studies, and checklists provide qualitative data about the impact of the program.

Data to demonstrate implementation of the **guidance curriculum** activities might include information about the guidance curriculum schedule, the number of students and classes which received services, and the demonstrated competencies achieved by the students. This documentation should not require appreciably more paperwork than records counselors normally keep of services performed.

Responsive services performed by the counselor might be a tally of students seen individually and in groups, the kinds of concerns they had, and the number of referrals to other agencies and alternative programs. The number of parent consultations which were conducted and the kinds of concerns they had such as schedules and other in-school concerns, family problems, and/or student behavior should also be collected. Information regarding student and/or parent satisfaction and time lapse between request and follow-through is useful in determining the optimum student/counselor ratio.

Individual planning can be demonstrated by listing the types of information and activities provided for each grade level, and the student plans and/or schedules which result from those activities.

System support can be demonstrated by a listing of involvement in schoolwide or districtwide activities either as a leader or participant, the number of clients served, the kinds of consultation provided and level of satisfaction, as well as the individual professional development plan developed by the counselor.

3. *Have students become competent in the high priority content areas?*

Evaluating student competency development in a guidance program is critical to keeping the program efforts on target and efficient while simultaneously making the best use of the resources available. Effective evaluation must be carefully planned to include needs assessment and development of goals, targeting competencies, specifying expected results by grade level and setting objectives for specific activities.

Methods of Data Generation

The measurement of students' learning in a guidance program can be done both quantitatively and/or qualitatively. Data can be gathered both formally and informally. The measurement technique must be appropriate to the objective being measured.

Learning Domain	The Measurement Technique
Cognitive	Tests: objective, true-false, multiple choice, matching, short answers, essays, academic grades
Affective	Structured reaction questionnaires, open-ended questions, ratings, checklists, rankings, multiple choice, inventories, art work, attitude surveys

Other methods which can be used to gather multifaceted data about student growth include case studies, pretest-posttest comparisons, participant-nonparticipant (control group) comparisons, goal-attainment scaling, and follow-up studies.

4. *How well are the counselors performing their roles?*

Because the quality of the guidance program is inextricably linked with the performance of the school counselor, counselor performance evaluation is critical to the improvement and maintenance of the developmental guidance and counseling program. The developmental guidance and counseling program framework also includes standards for the counselor's job performance, expressed in the roles of the professional school counselor and in each counselor's specific job description in the local program.

Using the counselor's job description as a guide, a relevant performance evaluation system and instrument can be used. School counselors should be appropriately supervised. Whenever possible, evaluations of school counselors' performance should be the responsibility of certified counselors or someone specifically trained in school counselor supervision and evaluation.

The goal of performance evaluation is for each staff member to reach optimum competence in using their professional skills. Delineating these skills and using them as indicators of quality performance are critical to meaningful counselor evaluation. Based on the standards and on observable and measurable behaviors, counselors' performance is rated from clearly outstanding to unsatisfactory.

As with the other kinds of evaluation, the purpose of a counselor performance evaluation system and the evaluation instrument is to provide the data and the vehicle for drawing conclusions and making decisions/recommendations/plans. A primary use of counselor performance evaluation is to identify competencies that are strong and those that need strengthening for each counselor, with the latter becoming targets for professional growth plans.

A counselor performance evaluation is based on roles and related competencies needed to implement a developmental guidance and counseling program. The TEA recommended evaluation instrument may be used and tailored to fit the local guidance program and designated roles and responsibilities of the counselors.

Counselor performance evaluation is done as exemplified below.

- *Evaluation Question:* How does this counselor's use of relevant competencies rate according to district/professional standards?
- *Audience:* 1) counselor, 2) counselor supervisor, 3) school system.
- *Data to Answer the Question:* techniques for data-gathering include written reports, calendars (weekly, monthly, yearly), records and data presentations, questionings, observations (live or recorded), logs, self-reports, feedback, materials used (e.g., counseling session plans, guidance session handouts), accuracy of information presented.
- *Standards:* relevant competencies, performance indicators, and descriptors included in the evaluation form.
- *Conclusions:* expressed as ratings and based on the data gathered through the above-mentioned techniques.
- *Contextual Considerations:* (possibilities: new counselors, counselors in new situations such as new schools, new administrators, and the emergence of new challenges; unique, short-term personal problems which make the evaluation period unusual).
- *Recommendations:* can be explicitly stated by relating them to performance indicators and descriptors; improvement needs identified at the indicator level are deficiencies; improvement needs identified at the descriptor level indicate possible performance enhancements.
- *Plans for Action:* are developed as professional growth plans to address needs for performance improvement.

Audiences/Uses for the Evaluation

Once questions to be answered by the evaluation have been developed, the next step in the evaluation process is to determine who will receive the evaluation results and who will use the evaluation results.

The evaluation results should be reported to:

(a) those who have been recipients of the program such as students, parents, and teachers;

(b) those who have implemented the program such as counselors and guidance program managers;

(c) those who have administered or set policy such as administrators, superintendents, school board members; and

(d) those who have supported the program, either financially or personally such as taxpayers, volunteers, and community groups.

Evaluation results should be used to make further program improvements. Counselors and administrators will use the results to make modifications to the program and to compare the implemented program with the program standards. Administrators and policy-makers will utilize the evaluation to make decisions about the content, quality, and effectiveness of the services and to allocate financial and staffing resources for the program. They also will utilize the information to describe the program to the community or to seek the community's support for program improvements.

Conclusion

In summary, evaluation is an on-going process of program renewal. It begins with the development of questions to be answered by the evaluation and ends with making and acting on the recommendations generated by the findings. It:

- is based on explicitly stated standards;
- uses data to answer the evaluation questions;
- draws conclusions after analyzing the data and the context in which the data was gathered;
- answers questions about the effectiveness of the whole guidance program and of the four individual components of the program; and
- is the basis for making decisions about future program improvements and directions.

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